

Ohio University

Annual Catalogue

1894-95

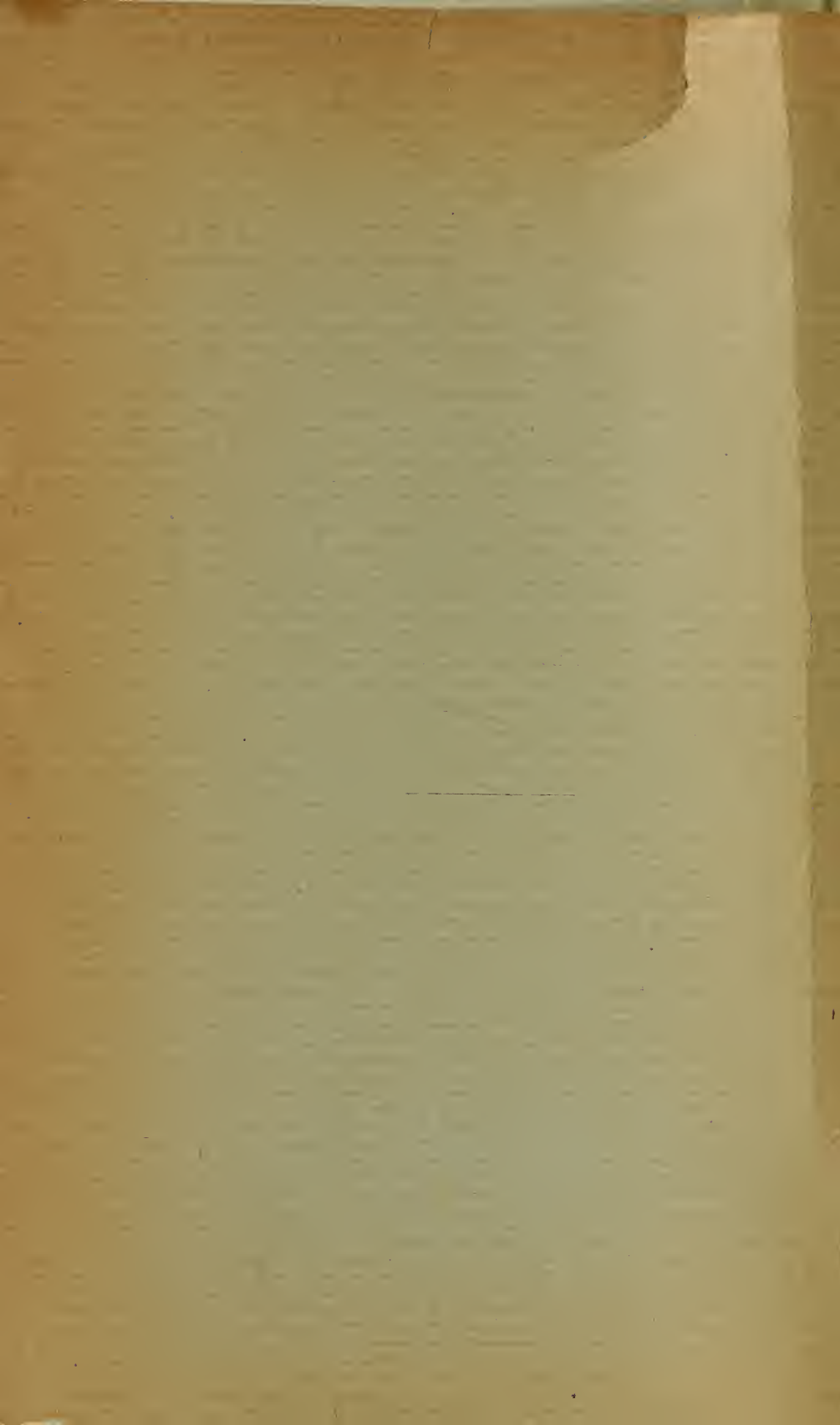
OHIO UNIVERSITY.

Annual Catalogue

1894 - 95.

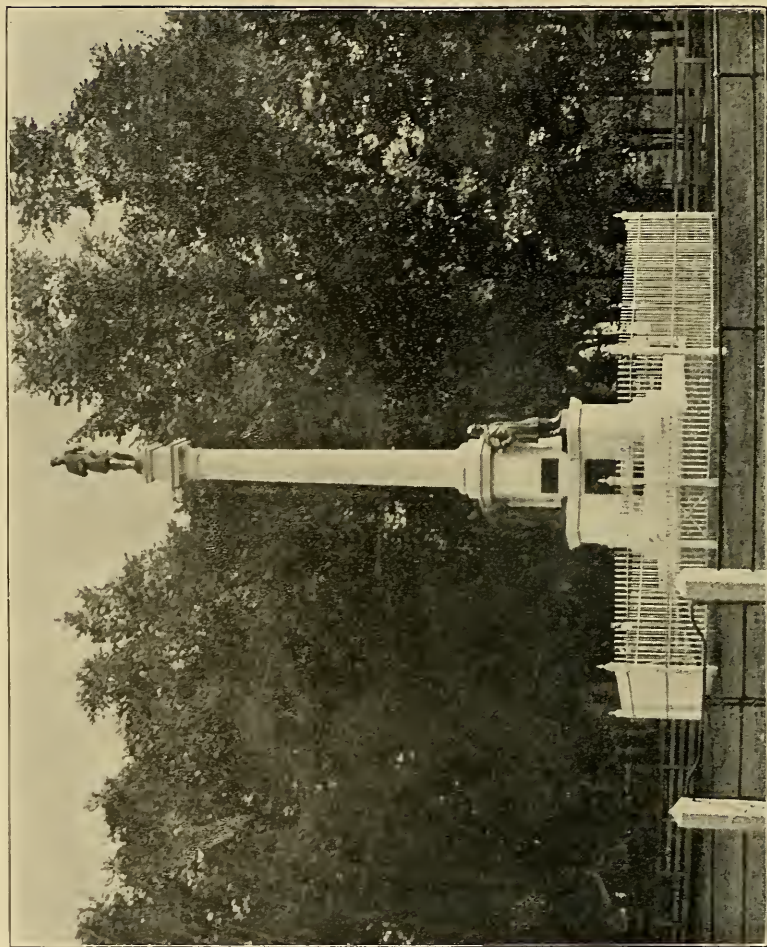
Circular of Information

1895 - 96.





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SOLDIERS' MONUMENT AND COLLEGE CAMPUS.

Catalogue

of the

Ohio University

for

1894 = 5,

and

Circular of Information

for

1895 = 6.

The Laning Printing Co.,
Norwalk, Ohio.

Calendar.

FALL TERM begins September 3 and ends November 27.

WINTER TERM begins December 2, 1895, and ends March 13, 1896.

There is a brief vacation during the Christmas holidays.

COMMENCEMENT EXERCISES begin June 21, 1896.

COMMENCEMENT EXERCISES for 1895 begin June 23 with the Baccalaureate address by President Super, and the Annual Sermon by Dr. Buttz, President of Drew Theological Seminary.

June 24, contest of the Literary Societies.

June 25, Alumni Day, with public exercises and concert in the evening.

June 26, Commencement of the Pedagogical Department and Annual Address by Bishop Fallows, of Chicago.

June 27, Commencement of the Collegiate Department.

Corporation.

Board of Trustees.

	APPOINTED.
Gov. Wm. McKinley, (<i>ex-officio</i>).....	Columbus..... ———
Charles W. Super.....	Athens..... ———
Hon. E. H. Moore.....	Athens..... 1861
Hon. H. S. Bundy.....	Wellston..... 1864
Hon. George W. Boyce.....	Cincinnati..... 1875
Perry Wiles, Esq.....	Zanesville..... 1882
Hon. V. C. Lowry.....	Logan..... 1885
L. M. Jewett, Esq.....	Athens..... 1887
Hon. Charles Townsend.....	Athens..... 1887
Rev. Earl Cranston, D. D.....	Cincinnati..... 1888
Rev. David H. Moore, D. D.....	Cincinnati..... 1889
Supt. C. C. Davidson, A. M.....	Alliance..... 1891
Prof. A. Leue, Ph. D.....	Cincinnati..... 1891
R. E. Hamblin.....	Pomeroy..... 1890
Geo. M. Woodbridge, Esq.....	Bellaire..... 1890
Lucien J. Fenton, Esq.....	Winchester..... 1892
Rev. J. Fred'ric Moreland, A. M., B. D.	Cincinnati..... 1892
J. E. Benson.....	Cleveland..... 1892
E. J. Jones, Esq.....	Athens..... 1893
J. M. Tripp, Esq.....	Jackson..... 1895
J. M. Welsh, Esq.....	Athens..... 1895

Officers of the Board.

CHARLES W. SUPER, *President*.
HON. E. H. MOORE, *Treasurer*.
L. M. JEWETT, ESQ., *Secretary and Auditor*.

Executive Committee.

VIRGIL C. LOWRY, ELIAKIM H. MOORE,
CHARLES W. SUPER, CHARLES TOWNSEND,
LEONIDAS M. JEWETT, E. J. JONES, ESQ.

Faculty.

CHARLES W. SUPER,

President and Professor of Greek.

A. B., Dickinson College, '66; Teacher in Public Schools, '66-'69; University of Tuebingen, '69-'71; Professor of Languages, Cincinnati Wesleyan College, '72-'78; Ph. D., Illinois Wesleyan University, '74; Student of Law, '78-'79; Professor of Greek, Ohio University, '79—; A. M., Syracuse University, '82; President of Ohio University, '83—; Joint Editor of Journal of Pedagogy, '87-'91; Translator of Weil's Order of Words; Author of a History of the German Language and of several Monographs; Joint Author of an Ancient History; Contributor to National Quarterly Review, Education, the American Journal of Philology, School and College, the Methodist Review, Bibliotheca Sacra, American Cyclopaedia of Biography, etc.; Holder of State Teacher's Life Certificate: Member of London Society of Science, Letters and Arts; LL. D., Dickinson College, 1894.

DAVID J. EVANS,

Professor of Latin.

A. B., Ohio University, '71; Superintendent of Schools, '71-'73; A. M., Ohio University, '74; Professor of Natural Science, Union Christian College, '73-'75; Professor of Latin, *ibid*, '75-'80; Principal Putnam Collegiate Institute, '80-'82; Professor of Latin, Ohio University, '82—.

WILLIAM HOOVER,

Professor of Mathematics and Astronomy.

A. M., Wooster University; Ph. D., Wooster University; Member of the London Mathematical Society; Member of the New York Mathematical Society; Member of the American Society for the Advancement of Science; Professor of Mathematics, Chautauqua University.

WILLIS BOUGHTON,

Professor of Rhetoric and English Literature.

A. B., University of Michigan, '81; Journalist, '81-'82; Teacher in Cincinnati, '87-'89; Professor of English Literature and History, Ohio University, '89-'91; A. M., Dickinson College, '91; Joint Editor, Journal of Pedagogy, '90-'91; Associate Professor of Rhetoric, University of Pennsylvania, '91-'92; Professor of Rhetoric, and English Literature, Ohio University, '92—; Joint Author of an Ancient History; Joint Author of Allen's History of Civilization; Author of Mythology in Art; Contributor to the Arena, Book News, Education, University Extension, Magazine of American History, etc.; Principal Epworth Heights, Chautauqua Assembly.

HENRY E. CHAPIN,

Professor of Biology and Geology.

B. S., Massachusetts Agricultural College, and Boston University, '81; Journalist, '83-'86; J. H. U., '86-'87; Teacher Natural Science, State Normal School, Bloomsburg, Pa., '88-'90, and Biology High School, Springfield (Mass.), '90-'91; Professor of Biology and Geology, Ohio University, '91—; M. S., Michigan Agricultural College, '92; Joint Author of Text-Book of Biology; Member of the American Society of Naturalists; Contributor to Science, Popular Science News, Journal of Education, etc.

JOHN P. GORDY,

Professor of Philosophy and Pedagogy.

A. B., Wesleyan University (Conn.), 1878; Tutor in Philosophy, *ibid.*, '78-'83; Ph. D., Leipsic University, '84; Graduate Student at Yale, '85; Professor Ohio University, '86—; Joint Editor Journal of Pedagogy '87-'89; Translator of Kuno Fischer's History of Modern Philosophy; Author of Elements of Psychology, Studies in American History, Rise and Growth of the Normal School Idea in the United States; Contributor to Methodist Review, Andover Review, New Englander, Philosophical Review, etc.

JAMES E. LEROSIGNOL,

Professor of Ethics and Psychology. (Absent on leave.)

B. A., McGill University (Montreal), '89; Honor Student in Mathematics, Gold Medallist in Natural Science; Ph. D., Leipsic University, '92; Fellow of Clark University, '92; Professor in Ohio University, '92—; Author of the Ethical System of Samuel Clarke and of several Monographs.

WALKER BOWMAN,

Professor of Chemistry.

A. M., University of Virginia, '84; Student at Heidelberg and Goettingen, '84-'85; Ph. D., University of Berlin, '88; Chemist at Virginia Agricultural Experiment Station, '89-'90; in New York City, '90-'92; Professor Ohio University '93; Member of the German and of the American Chemical Society.

ELI DUNKLE,

Principal of Preparatory Department and Associate Professor of Greek.

A. B., Ohio University, '77; A. M., '80; Teacher in Public Schools, '77-'84; Principal of Preparatory Department, Ohio University '84—; Associate Professor of Greek, Ohio University, '92—; Principal of Ohio University Summer School, '92—.

CATHERINE A. FINDLEY,

Associate Professor of Elocution and Reading.

Graduate of Punchard School, Andover (Mass.), '65; Teacher in Public Schools of Andover, '65-'71, and of Salem, '71-'75; Graduate of Boston University School of Oratory, '77; Teacher in Private Schools of Andover, '77-'83; Teacher in Keystone State Normal School, '83-'88; Teacher in Ohio University, '88—; Student in Boston School of Expression, '89-'91.

KATE CRANZ,

Associate Professor of German and French.

Student at Buchtel College, '76-'78; Graduate of Dexter Normal School (Ia.), '81; Teacher in Cleveland Public Schools, '81-'82; Teacher in Akron, '82-'83; Student in Germany, '84-'85; Instructor in German and French, Ohio University, '88—; Student in Paris, '92.

ALBERT A. ATKINSON,
Professor of Physics.

B. Ph., Ohio University, '91; Teacher in Public School, '91-'92; University of Michigan, '92-'93; Instructor in Physics, Ohio University '93; Associate Professor of Physics, *ibid* '93—.

JOHN E. SNOW,
Assistant Professor of Physics and Electrical Engineering.

B. S., Ohio University '92; Assistant in Chemistry, *ibid*, '92-3; Assistant Professor Physics and Electric Engineering, '93—.

HORACE M. CONAWAY,
Associate Professor of Latin and European History.

A. B., Scio College, '88; Teacher in same, '86-'88; in the Ministry, '89-'90; A. B., Ohio University '92; Instructor, *ibid*, '92-'93; A. M., Ohio University '93; Assistant Professor in same '93—.

BREWSTER O. HIGLEY,
Associate Professor of American History and Political Economy.
 B. Ph., Ohio University, '92; Instructor *ibid*, '92-3; M. Ph., Ohio University, '93; Assistant Professor, '93—.

SARAH STINSON,
Instructor in Drawing and Painting.

Former Student in Art Schools of Cincinnati, New York and Paris; Pupil of T. C. Lindsay.

MYRTLE STINSON,
Instructor in Vocal and Instrumental Music.

Former Student in Cincinnati College of Music; Teacher of Music in Nacogdoches University and Rusk, Texas.

CHARLES M. COPELAND,
Instructor in Commercial Branches.

MABEL K. BROWN, B. Ph.,
Instructor in Stenography and Type-writing.

KATHERINE S. BURNS,
Holder of Scholarship in English Literature.

Student at the Ohio Wesleyan University, '89-'92; A. B., Ohio University, '93.

OHIO UNIVERSITY.

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CHARLES G. MATHEWS,
Holder of Scholarship in Philosophy.

B. S., Ohio University, '93.

FRED E. C. KIRKENDALL,
Holder of Scholarship in History.

B. Ped., Ohio University, '93.

ALVIN D. BARGUS,
Assistant in Chemistry.

B. Ph., Ohio University, '93.

Degrees Conferred, June, 1894.

BACHELOR OF ARTS.

Emmet E. Baker,	Joseph A. Harlor,
Harley H. Haning,	Thos. A. McFarland.

BACHELOR OF PHILOSOPHY.

Lawrence E. Armstrong,	Samuel K. Mardis,
Walter J. Bothwell,	L. D. McGinley.

BACHELOR OF PEDAGOGY.

Charles Brookover,	James C. Fowler,
Geo. W. DeLong,	Stephen A. Douglas.

MASTER OF ARTS.

Charles M. Carrick,	Hattie M. Hines,
Rev. Dwight Galloupe,	Carrie A. Mathews,
Anna H. Smith,	W. Alfred Westervelt,
	Katherine S. Burns.

MASTER OF SCIENCE.

Albert A. Atkinson,	Charles G. Mathews.
---------------------	---------------------

DOCTOR OF PHILOSOPHY.

Hubert G. Shaw.

DOCTOR OF DIVINITY.

Rev. William A. Powell.

List of Students.

Collegiate Department.

POST GRADUATES.

Bargus, Alvin D., B. Ph.....	Collins
Brown, Mabel K., B. Ph.....	Athens
Burns, Katherine S., A. B.....	Athens
Holcomb, Howard K., B. Ph.....	College Springs, Iowa
Kirkendall, Fred E. C., B. Ped.....	Dawkin's Mills
Mathews, Charles G., B. S.....	Athens
Shott, John A., B. Ped..	Annville, Pa.
Skaggs, W. L., B S.....	Festus, Mo.

CLASS OF 1894.

Armstrong, Lawrence E.....	Cove
Baker, Emmet E.....	Athens
Bothwell, Walter J.....	McArthur
Brookover, Charles.....	Manchester
Brown, Mary E.....	Amesville
DeLong, George W.....	Corning
Douglas, Stephen A.....	Temple, Texas
Fowler, James C.....	New Lexington
Haning, Harley H.....	Downington
Harlor, Joseph A.....	Columbus
Hunt, Harry C.....	Westerville
McFarland, Thomas A.....	Zaleski
McGinley, Llewellyn D.....	North Liberty
Mardis, Samuel K.....	Gnadenhutten

SENIORS.

Bright, Pascal A.....	Logan
Brown, Clyde.....	McConnelsville
Collier, William P.....	Wheeling, W. Va.
Cookson, Charles W.....	Shawnee
Foster, Israel M.....	Athens
McCaughey, Ulysses M.....	Triadelphia
Martin, Thomas Adams.....	Springfield
Schofield, Frank C.....	Fayetteville, Mo.
Schwefel, Caroline S.....	Athens
Super, Francis H.....	Athens
Super, Ralph C.....	Athens
Wehr, Amy M.....	Athens
Young, Thomas L.....	Marshfield

JUNIORS.

Bebout, James.....	Logan
Burns, Esther H.....	Athens
Clark, John L.....	Downington
Cornwell, David Benj.....	Athens
Dailey, W. Bert.....	Athens
Falloon, Jessie Brown	Athens
Foster, Elizabeth.....	Athens
Half, Samuel.....	Circleville
Kindt, George A. L.....	Annville, Pa.
McCulloch, Alva W.....	Mt. Hope
McCune, Samuel L.....	Athens
Matt, George Leo.....	Lancaster
Murayama, Saki Taro.....	Tokio, Japan
Pyley, Margaret Collier.....	Fruitdale
Poston, Dow L	Athens
Roach, Minnie O.....	Athens
Thomas, David Hollis.....	Cheshire
Thomas, William A.....	Athens
Ullom, Mary Elliott.....	Athens
Wilson, Hiram Roy.....	Hamden Junction

SOPHOMORES.

Atkinson, John H.....	Nelsonville
Bauer, George C.....	Surryville

Black, Anna Mildred.....	Glen Ebon
Carpenter, Elizabeth H.....	Carpenter
Connett, Della M.....	Athens
Copeland, Charles M.....	Tappan
Eikenberry, Eby C.....	Edwards
Gillett, Nita Elizabeth.. ..	Athens
Goold, Katharine B.....	Athens
Hill, Linna H.....	Athens
Hobson, R. Estella.....	Athens
Jones, Anna Marie.....	Athens
LeFavor, Zenia E.....	Athens
Miller, John L.....	Langsville
Moore, Levi B.....	Piketon
O'Bleness, Harry C.....	Athens
Osborne, Addison Pratt.....	Athens
Rose, Fannie Elizabeth.....	Athens
St. Clair, Anna May.....	Portsmouth
Shepard, Cassius M.	Burr Oak
Shumate, W. Jasper.....	Oak Hill
Smith, Charles C.....	Pleasant Run
Tullis, Don Delano.....	Athens
Wolgamott, Hattie L.....	Millersburg

FRESHMEN.

Batterson, Frank J.....	Sciotoville
Brown, Elizabeth Ina.....	Millfield
Brown, George W.....	Piketon
Caldwell, Erle Claypool.....	Wakefield
Carpenter, Arthur H.....	Rapid City, S. Dak.
Chute, Elmer J.....	Greendale
Cobb, Nellie B.....	Wellston
Cornwell, Alma Elizabeth.....	Athens
Craig, Florence M.....	Athens
Cuckler, William B.....	Athens
Dick, Marguerite A.....	Freeport
Dieterich, George C.....	Piketon
Eckard, Benjamin E.....	Easton
Foster, Zella.....	Point Rock

Fouch, J. Frank.....	Missoula, Mont.
Gist, Grace Lilla.....	Athens
Greenbank, William K.....	Lewisville
Hastings, Laura M.....	Athens
Henry, William H.....	Athens
Henry, Z. Lindley.....	Athens
Hooper, Dollie.....	Athens
Hoover, Bertha B.....	Athens
Johnson, Arthur C.....	Ira
Kaler, Mary Engle.....	Athens
Koons, Leo W.....	Trimble
Koons, Stella I.....	Trimble
Landis, Byron A.....	Gratis
Lash, E. Reynolds, Jr.	Athens
LeFavor, Della.....	Athens
McVay, Frank H.....	Marshfield
Mauck, Earle Wayland	Kyger
Moulton, Frank W.....	Lucasville
Murdoch, Lucie Marnelle.....	Athens
Murphy, Clarence M.....	Lee
Nowells, George Paxton.....	Killbuck
Nunemaker, Joseph Peter.....	Logan
O'Bleness, Charles G.....	Athens
Perry, Frank S.....	Coolville
Ray, William A.....	Scioto
Reah, Grace	Zaleski
Riddile, Inez V.....	Barnesville
Rink, Albert.....	Athens
Roberts, O. Charles.....	Millfield
Scott, Winfield K.....	Athens
Sillery, Fred.....	McConnelsville
Stewart, J. Monroe.....	Nelsonville
Taylor, George Montford.....	McConnelsville
Towsley, Mabel L.....	Athens
Tullis, Blanche.....	Athens
Ullom, Josephus T.....	Athens
Warwick, Frank W.....	Lucasville
Weethee, Lucy.....	Millfield

Welch, Thomas Cadwallader.....	Athens
Wickham, Ada A.....	Glen Ullin, N. Dak

THIRD PREPARATORY.

Atkins, Charles W.....	Snowville
Bean, Fannie C.....	Athens
Bean, L. Gardner.....	Athens
Bennett, Newman.....	Jacksonville
Biddle, Asher C.....	Fisher
Boatman, John Stewart.....	Kyger
Bolinger, Michael H.....	Nelsonville
Brose, Edward K. (deceased).....	Georgetown
Buck, Margaret A.....	Hamden Junction
Calhoun, Milford Gould.....	New Lexington
Charter, Howard L.....	Athens
Clayton, D. Roy.....	Athens
Cooley, Samuel A.....	Athens
Cullums, Jessie.....	Athens
Davis, Grace Lillian.....	Athens
Dean, Mary L.....	Athens
DePue, David V.....	Hamden Junction
Dieterich, H. Claude.....	Piketon
Dixon, Asher Hooper.....	Marshfield
Douth, Ida Helen.....	Athens
Evans, Margaret Lucile.....	Athens
Findley, John Arthur.....	Andover, Mass
Fleck, Eliza H.....	Barnhill
Fuller, Flora Georgiana.....	Athens
Garber, Ginevra Edna.....	Athens
Helter, George W.....	Gnadenhutten
Henson, Clarence Cherington.....	Clay
Hewitt, Murra.....	Mineral
Hewitt, Phosa.....	Mineral
Hull, Myrtle.....	Athens
Kaler, Charlotte.....	Athens
Lane, Cornelius J.....	Cincinnati
Mann, Mabel.....	Athens

Martin, Nellie.....	Athens
Matheny, Charles M.....	Marshfield
Miller, Sherman E.....	Oak Hill
Morrow, Jesse S. H.....	Bartlett
Needham, Prescott G.....	Athens
Newcome, Pauline S.....	Athens
Pickett, James E.....	Nelsonville
Renz, Bessie Rose.....	Athens
Roberts, A. Louise..	Millfield
Roberts, Pearl Rebecca.....	Millfield
Snow, William W.....	Spirit Lake, Iowa
Spohn, Howard.....	Hancock
Sprague, Myra Gladys.....	Millfield
Stanley, Edward Isaac.....	Hebbardsville
Steele, Clara Lulu.....	Athens
Tresham, Jessie May.....	Smithville, W. Va.
Walker, Zelpha Gay.....	Athens
Walsh, Kate Theresa.....	Athens
Welch, Philip Johnson.....	Athens
Wickham, Mabel L.....	Glen Ullin, N. Dak.
Williams, Benjamin Seeds.....	Lockbourne
Wilson, Nellie B.....	Athens
Woodyard, John Brown.....	Athens
Young, Winifred.....	Marshfield

SECOND PREPARATORY.

Allen, Laura Pletch.....	Nelsonville
Andrews, M. Blanche.....	Derthick
Anthony, Allen D.....	Union Furnace
Atkinson, Lynna Myrtle.....	Nelsonville
Bagley, Minnie Belle.....	Carbondale
Baker, Fay A.....	Athens
Barker, Ruth... ..	Athens
Batterson, George Andrew.....	Sciotoville
Bennett, Charles W.....	Nelsonville
Beverage, Lorena.....	Marshfield
Biddison, Docie A.....	Glouster
Biddle, Mary.....	Fisher

Biddle, Victor.....	Fisher
Brown, Abel G.....	Amesville
Browne, Lulu Cecile.....	Athens
Campbell, Elma.....	Glouster
Carbaugh, George Ai.....	Chase
Carr, James Dent.....	Athens
Carson, James R.....	Tappan
Chambers, Mary Alice.....	Athens
Chappell, William C.....	Lysander
Clendenin, Lulu.....	Lee
Collins, Nora M.....	Nelsonville
Copeland, William Frank.....	Tappan
Cottrill, Mary J.....	Athens
Cowan, Charles.....	Lee
Crawford, Kate Edith.....	Scioto Furnace
Cuckler, Jennie Margarite.....	Athens
Cuckler, Minnie.....	Athens
Cullums, Edward Newton.....	Athens
Dickson, Mary Ethelyn.....	Lee
Dickson, Mina Althea.....	Mineral
Dixon, Clinton Frederick.....	Chase
Doan, Hattie Elzina.....	Frost
Dumm, Harlie C.....	Lancaster
Dunlap, John Edgar.....	Leon, W. Va.
Duncan, Bertha.....	Glouster
Ely, George Leonard.....	Wellston
Falls, Cora A.....	Bishopville
Freeman, Benjamin Nelson.....	Athens
George, Cassius Edgar.....	Cheshire
Gibson, Elza Goodspeed.....	Athens
Graham, Herbert W.....	Athens
Green, Edna.....	Glouster
Hayson, Nannie.....	Carbondale
Heiser, Charles Francis.....	Georgetown
Hill, Ella Minerva.....	Athens
Hogg, Virginia.....	Huntington, W. Va.
Howard, Fawn May.....	Millfield
Hull, John Quincy.....	Lysander

Johnson, Sarah.....	Glouster
Kennard, Lizzie.....	Carbondale
Kennard, Minnie.....	Carbondale
Lambert, Bertha Elizabeth	Westerville
LeFavor, Manning M.....	Guysville
Linscott, Albert Franklin.....	Amesville
Linscott, Stacy Gordon	Federal
McCaughey, Joseph Felton.....	Triadelphia
McClintick, Jesse Albert.....	Tappan
McCowan, Roy P.....	Hooker's Station
McGonagle, Charles A.....	Bolen's Mills
McGonagle, George Oran.....	Rowland
McPherson, Edward Clark.....	Jasper
Matheny, Sarepta Cordelia.....	Glen Ebon
Merwin, Edwin C.....	Guysville
Miles, Albert Garfield.....	Athens
Miller, Charles W.....	Wakefield
Miller, Ray Rosse.....	Scranton, Miss
Mintun, Ella.....	Athens
Monahan, Ora Blanche.....	Hamden Junction
Morgan, Eliza Alice.....	Carbondale
Morgan, Ida May.....	Carbondale
Moulton, Arthur Smith	Lucasville
Nixon, Bertha Eveline.....	Buchtel
Patterson, Alice G.....	Hebbardsville
Patterson, Edna C.....	Hebbardsville
Pedigo, Clara Alice.....	Nelsonville
Peters, Lily May	Athens
Phillips, Harvey T.....	Athens
Pilcher, Benjamin Luther.....	Canaanville
Pickett, Ada Blanche.....	Athens
Ray, Vianna.....	Glouster
Riley, Ethel Eleanor.....	Athens
Riley, Martina Mary	Athens
Roberts, John Ellis.....	Lysander
Robbins, Henry Oscar.....	Mineral
Robinson, John Harvey	Athens
Root, Alexander.....	Big Run

Ross, Clinton J	Jelloway
Russell, Alma	Frost
Sawyer, Gertrude	Glouster
Secoy, Samuel C	Pleasanton
Sharp, John.....	Sugar Grove
Shepard, Lydia A	Burr Oak
Six, Annie Gertrude.....	Chauncey
Sloane, Jessie Pauline.....	Athens
Snow, Margaret M.....	Spirit Lake, Iowa
Somers, Alice Mary	Athens
Storer, Amy.....	Athens
Streitenberger, Henry	Chillicothe
Teubner, Lewis R	Watonga, Oklahoma
Thomas, Lewis Stewart	Langsville
True, Elfie	Basil
Walker, Emma E	Athens
Walker, Raymond.....	Athens
Walsh, Rosa Ellen Louise	Athens
Warden, Mary Elizabeth	Athens
White, Clarence R.....	Nelsonville
White, Earl Russell.....	Nelsonville
Wilson, Robert.....	Remington
Will, Annie Marie	McArthur
Williams, Joshua Handel.....	Oak Hill
Williams, Maggie.....	Jacksonville
Wolfe, Minnie Florence	Nelsonville
Wollett, Harley Anson	Athens
Wood, Mary	Woodyard
Wood, Victoria A.....	Woodyard
Woodard, James W.....	Starr
Woodyard, Effie I	Woodyard

FIRST PREPARATORY.

Armstrong, Elmer.....	Hebbardsville
Atkins, Mary Margaret	Snowville
Atkins, Nancy Maude.....	Snowville
Bell, Bessie Florence	Mineral
Bennett, John Madison.....	Nelsonville

Brown, William Allen	Lysander
Carothers, Lennie.....	Mineral
Cassells, Ora.....	Athens
Cotton, Thomas Arnold	Athens
Davis, Dora.....	Marshfield
Davis, Ora.....	Marshfield
Evans, J. Claire	Athens
Green, Charles Allen.....	Snowville
Greenberger, Edward.....	Jacksonville
Gross, Maurice.....	Athens
Hopkins, Glenn Felton.....	Downington
Laird, Harry A.....	Athens
Lewis, Margaret Helen	Glen Ebon
Kennard, Moses Herbert ..	Carbondale
McDaniel, Mary	Carbondale
Martin, Albert Rollo	Malden, W. Va.
Mourne, Maude Lily	Nelsonville
Niles, William Francis.....	Alice
Pletch, Musie.....	Nelsonville
Renz, Cora Frederica.....	Athens
Smith, Clarence Vergil.....	Rutland
Southerton, Nona.....	Athens
Southerton, Walter Scott.....	Athens
Thompson, Rilla Dorothy.....	Carbondale
VanDyke, Cora Belle.....	New England
Vore, Lillie May.....	New England
Williams, Lewis.....	Jacksonville
Wilson, Ella.....	Nelsonville
Wilson, Ida Althea.....	Nelsonville
Wolfe, Myrtie Alice.....	Nelsonville
White, Rolley Anson.....	Nelsonville
Woodard, Etta.....	Starr
Woodard, Mardie Leslie.....	Starr
Woodard, Minnie G.....	Starr

SPECIAL STUDENTS.

Baker, Frederick R.....	Athens
Dunbar, Blanche A.....	Athens

Ely, John A.....	Lambertville, N. J.
Fenton, Alberta.....	Winchester
Herrold, Amy.....	Athens
Hogan, Thomas S.....	Wellston
Humphrey, Sardine Presley.....	Middleport
McCune, Mattie.....	Athens
Madrey, Lillian L.....	Athens
Purdy, Morgan.....	Millersburg
Sloane, Alice.....	Ironton
Smith, Della	Athens
Smith, W. B.....	Pennsville
Tooill, G. W.....	Jeffersonville
Waltermire, W. M.....	North Baltimore

MUSIC PUPILS.

Pascal Bright,	Bertha Hoover,
Katharine Burns,	Murra Hewitt,
Frances Burns,	Estella Hobson,
Newman Bennett,	Anna Jones,
Margaret Buck,	Ora Monahan,
Lulu Brown,	Ella Mintun,
Elizabeth Brown,	S. T. Murayama,
Minnie Cuckler,	Charles O'Bleness,
Maggie Cuckler,	Inez Riddile,
Florence Craig,	Sadie Roach,
Earl Caldwell,	Nellie Roach,
D. Roy Clayton,	Grace Reah,
Kate Crawford,	Ralph Super,
Elma Campbell,	Carrie Schwefel,
Clare Evans,	Mrs. Thompson,
Jessie Falloon.	Mary Ullom,
Flora Fuller,	Jessie Williams,
Grace Gist,	Fannie Witman,
Dollie Gist,	Lucy Weethee,
Grace Grosvenor,	Thomas C. Welch,
Myrtle Hull,	Annie Will.

SUMMARY.

According to precedent this catalogue should have been issued about the close of 1894, simultaneously with the Report to the General Assembly. But as that body did not meet last winter the usual Report was not prepared and it seemed advisable to make the catalogue conform to the regular collegiate year. On the 15th of November the enumeration of students was as follows :

Post graduates.....	10
Graduates.....	11
Seniors.....	13
Juniors.....	18
Sophomores	20
Freshmen.....	49
Preparatory and Special.....	197

Among this number there were :

Students of the Piano.....	23
Students in Voice Culture.....	9
Students in Bookkeeping.....	13
Students in Stenography... ..	11

This catalogue contains the names of all students during five terms, in order to make the record continuous; but the number properly falling within the collegiate year is 285.

1804—1894.

College Commencement

WEDNESDAY MORNING, JUNE 27, 9 o'CLOCK.

PROGRAMME

Music, Chorus, Gypsy Life—*Schumann*.

INVOCATION.

L. E. ARMSTRONG.....The New South
E. E. BAKER..... ..Hungary and Kossuth
W. J. BOTHWELL.....Some Triumphs of the American People
Music, Piano Solo—Spinnlied.....*Litolff*

MISS INEZ RIDDILE.

CHARLES BROOKOVER.....The Mystery of Hypnotism
H. H. HANING..... ..A Theory
J. A. HARLOR..... ..Our Constitution
Music, Two Songs { *a.* Past and Future.....*DeKoven*
 b. O Promise Me.....*DeKoven*

N. BENNETT.

T. A. MACFARLAND.....The Sphinx of Our History
L. D. MCGINLEY..... ..Edgar A. Poe
Music, Piano Solo, Am Genfer See.....*Bendel*

MISS ELIZ. BROWN.

PRESENTATION OF DIPLOMAS.

Music, Chorus, Estudiantina—*Lacombe*.

BENEDICTION.

Seventh Annual Commencement

OF THE

Pedagogical Department.

TUESDAY AFTERNOON, JUNE 26, 2 O'CLOCK.

PROGRAMME.

Music, Piano duet—Overture to Massaniello.....*Auber*

Misses RIDDILE and BROWN.

JESSIE CULLUMS.....An Uncrowned Queen

ASHER H. DIXON.....America, Past and Present

Music, Piano Solo—Tarantelle.....*Mills*

MISS GRACE REAH.

GINEVRA GARBER.....Building

DOLLIE HOOPER.....The Art of Misrepresentation

Music, Vocal Duet—A Night in Venice.....*Ardita*

MISS FALLOON and MR. BENNETT.

JOSEPH D. NUNEMAKER Abraham Lincoln

PRESENTATION OF DIPLOMAS.

Music, Piano Solo—Gondoliera.....*Liszt*

MISS ANNA JONES.

Miss Eliza H. Fleck is a member of this class but has been excused from speaking.

Class of 1894.

EMMET E. BAKER, A. B.	SAMUEL K. MARDIS, B. Ph.
HARLEY H. HANING, A. B.	LLEWELLYN D. MCGINLEY, B. Ph.
JAS. A. HARLOR, A. B.	CHARLES BROOKOVER, B. Ped.
THOS. A. MACFARLAND, A. B.	GEO. W. DELONG, B. Ped.
L. E. ARMSTRONG, B. Ph.	JAS. C. FOWLER, B. Ped.
WALTER J. BOTHWELL, B. Ph.	STEPHEN A. DOUGLAS, B. Ped.
MARY E. BROWN.	

Degrees Conferred.

Ph. D., HUBERT G. SHAW.	A. M., CHARLES M. CARRICK.
M. S., CHARLES G. MATHEWS, A. M.,	REV. DWIGHT GALLOUPE.
M. S., ALBERT A. ATKINSON.	A. M., ANNA H. SMITH.
A. M., CARRIE A. MATHEWS.	A. M., KATHERINE S. BURNS.
A. M., HATTIE M. HINES.	A. M., W. A. WESTERVELT.
D. D., REV. WILLIAM A. POWELL.	

Conspectus of Preparatory Courses.

FIRST YEAR—First Term.			
<i>Classical.</i>	<i>Philosophical.</i>	<i>Scientific.</i>	<i>Pedagogical.</i>
Latin, Grammar and Reader. English, Grammar and Composition. Arithmetic.	Latin, Grammar and Reader. English, Grammar and Composition. Arithmetic.	Latin, Grammar and Reader. English, Grammar and Composition. Arithmetic.	Latin, Grammar and Reader. English, Grammar and Composition. Arithmetic.
Second Term.			
Latin, Grammar and Reader. English, Grammar and Composition. English Literature.	Latin, Grammar and Reader. English, Grammar and Composition. English Literature.	Latin, Grammar and Reader. English, Grammar and Composition. English Literature.	Latin, Grammar and Reader. English, Grammar and Composition. English Literature
Third Term.			
Viri Romae. Waddy's Rhetoric. Geography, Physical.	Viri Romae. Waddy's Rhetoric. Geography, Physical.	Viri Romae. Waddy's Rhetoric. Geography, Physical.	Viri Romae. Waddy's Rhetoric. Geography, Physical.
SECOND YEAR—First Term.			
Viri Romae. Greek, Grammar and Reader. History of the United States.	Viri Romae. Elementary Physics. History of the United States.	Viri Romae. Elementary Physics. History of the United States.	Viri Romae. Elementary Physics. History of the United States.

Second Term.

Viri Romae and Cicero's first oration against Catiline. Greek, Grammar and Anabasis begun. History of England.	Viri Romae, etc. Zoology or Astronomy. History of England.	Viri Romae, etc. Zoology or Astronomy. History of England.
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Third Term.

Catlinarians Oration, II, III, IV. Greek, Grammar and Anabasis. General History.	Catlinarians, II, III, IV. Civil Government. General History.	Catlinarians, II, III, IV. Civil Government. General History.
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THIRD YEAR—First Term.

Cicero's oration pro Archia, pro Marcello and first Philippic. Anabasis, three books. Algebra begun.	Cicero's oration pro Archia, pro Marcello and first Philippic. German begun. Algebra begun.	Psychology. Physiology. Algebra begun.
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Second Term.

The Aeneid, I, II, III. Homer's Iliad. Algebra continued.	The Aeneid, I, II, III. German continued. Algebra continued.	History of Education. Chemistry. Algebra begun.
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Third Term.

The Aeneid, IV, V, VI. Homer's Iliad, three books. Plane Geometry. Rhetoric.	The Aeneid, IV, V, VI. German continued. Plane Geometry. Rhetoric.	Methods of teaching. Systematic Botany. Plane Geometry. Rhetoric. Genung.
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REMARKS:—In the Pedagogical Course two years or six terms, of English Literature may be taken instead of the Latin, and much stress is laid on a good knowledge of English in all the courses. Those who have completed any of them are expected to read well and understandingly; to write English correctly, and to have some knowledge of literature. At least eighty hours of class-work in Reading and Elocution must be taken by those who expect to pursue work in the latter branch. Students who have completed the Pedagogical Course will receive diplomas if they desire. The fee for this diploma is three dollars.

Courses of Study

IN

Collegiate Department.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF ARTS.

FRESHMAN YEAR.

Fall Term—Greek (5); Latin (5); Solid Geometry (5).

Winter Term—Greek (5); Latin (5); Algebra (5).

Spring Term—Greek (5); Latin (5); Plane Trigonometry (5).

SOPHOMORE YEAR.

Fall Term—Greek or Latin (5); Physiology (5).

Winter Term—Greek or Latin (5); Physics (5).

Spring Term—Greek or Latin (5); Biology (5).

JUNIOR YEAR.

Fall Term—English Literature (5); Chemistry (4).

Winter Term—Chemistry (4); Political Economy (4).

Spring Term—English Literature (5).

SENIOR YEAR.

Fall Term—Advanced Botany or Geology (5); Psychology (4).

Winter Term—Logic (4); Astronomy (4).

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF PHILOSOPHY.

FRESHMAN YEAR.

Fall Term—Latin (5); German (5); Solid Geometry (5).

Winter Term—Latin (5); German (5); Algebra (5).

Spring Term—Latin (5); German (5); Plane Trigonometry (5).

SOPHOMORE YEAR.

Fall Term—French (5); Physiology (5).

Winter Term—French (4); Physics (5).

Spring Term—French (4); Biology (5).

JUNIOR YEAR.

Fall Term—English Literature (5); Chemistry (4).

Winter Term—Chemistry (4); Political Economy (4).

Spring Term—English Literature (5).

SENIOR YEAR.

Fall Term—Advanced Botany or Geology (4); Psychology (4).

Winter Term—Logic (4); Astronomy (4).

Spring Term—Philosophy (4).

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF PEDAGOGY.

FRESHMAN YEAR.

Fall Term—U. S. History (5); Solid Geometry (5); A Foreign Language (5).

Winter Term—U. S. History (5); Algebra (5); A Foreign Language (5).

Spring Term—U. S. History (5); Plane Trigonometry (5); A Foreign Language (5).

SOPHOMORE YEAR.

Fall Term—A Foreign Language (5) ; Advanced Physiology (5).

Winter Term—A Foreign Language (5) ; Physics (5).

Spring Term—A Foreign Language (5) ; Biology (5).

JUNIOR YEAR.

Fall Term—A Foreign Language (5) ; English Literature (5).

Winter Term—A Foreign Language (5) ; History of Education (5).

Spring Term—A Foreign Language (5) ; English Literature (5) ; History of Education (5).

SENIOR YEAR.

Fall Term—Psychology (5) ; English Literature (5).

Winter Term—Logic (4) ; Astronomy (4).

Spring Term—Science of Education (4).

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF SCIENCE.

FRESHMAN YEAR.

Fall Term—Latin (5) ; German (5) ; Solid Geometry (5).

Winter Term—German (5) ; Latin (5) ; Algebra (5).

Spring Term—German (5) ; Latin (5) ; Plane Trigonometry (5).

SOPHOMORE YEAR.

Fall Term—French (4) ; Spherical Trigonometry (4).

Winter Term—French (4) ; Analytical Geometry (4).

Spring Term—French (4) ; Biology (5).

JUNIOR YEAR.

Fall Term—Physics or Mechanics (4) ; English Literature (5) ; Chemistry (4).

Winter Term—Physics (4) ; Chemistry (4).

Spring Term—Physics (4).

SENIOR YEAR.

Fall Term—Advanced Botany or Geology (4); Psychology (4).

Winter Term—Logic (4); Astronomy (4).

The figures in parenthesis indicate the number of exercises per week. To the obligatory work there should be added eight exercises in Elocution and sixty in Pedagogy—the latter in the early part of the course. It is believed that the above four courses are equal in educational value, and all require about twenty-five hundred hours of class-room work for their completion. In addition to the obligatory subjects the student will be permitted to elect any other for which in the judgment of the Faculty he is prepared.

General Information.

Ohio University.

ORIGIN OF THE UNIVERSITY.

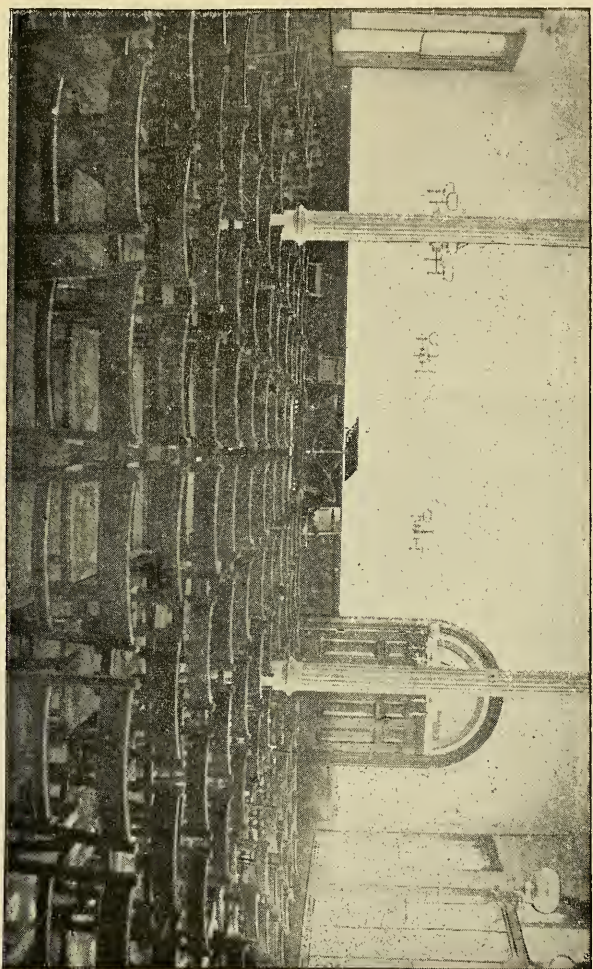
The existence of the Ohio University was provided for as early as 1787, in the purchase made from the Government of the United States by the Ohio Company of Associates. By the contract between these two parties, two townships of land were set apart for the purpose of a University, and placed under the care of the Legislature of the State. The University was organized under an act of the Legislature passed in 1804. Its Trustees are appointed by State authority and the Governor of the State is *ex-officio*, a member of the Board.

LOCATION.

Athens, the seat of the University, is situated, in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore and Ohio Southwestern Railroad and its branches; from the central and Northern portions of the State by the Columbus, Hocking Valley and Toledo, and Kana-wha and Michigan Railways. By these routes it is about one hundred and sixty miles east from Cincinnati, and seventy-five miles southeast from Columbus.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hocking and the wooded hills beyond, present a series of lovely views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

The site of the University buildings is a spot of unusual attractions. The buildings occupy a slight elevation, extending



INTERIOR OF CHAPEL.

east and west across the grounds. On the north front lies a park of about four acres, which contains a grove of fine forest trees, skirted along its northern limit by a row of magnificent elms. That portion of the grounds lying in the rear of the buildings is set apart for recreation.

THE BUILDINGS.

These are four in number. The main building was erected in 1817, and is the oldest college edifice, as the University itself is the oldest institution of learning northwest of the Ohio River. This venerable structure, made dear to many by a thousand strong and tender associations, and to many more by the names of eminent men who have studied or taught within its walls, has recently been remodeled, and while retaining the same general proportions, is, to all intents, a new building. It is admirably planned and well finished. With its slate roof and massive cornice, its lengthened windows, its convenient arrangement and pleasant appointments, it will compare favorably in appearance and adaptation to its purpose, with most college buildings in the West.

The two wing buildings, originally used for dormitories, have been transformed into recitation-rooms and laboratories, repainted and one of them heated with steam. The room for many years used as a chapel has been provided with suitable furniture, and is now occupied as a school-room.

The new building stands on an eminence at the western side of the campus. In design it is unique and elegant; the material is brick with cut-stone trimmings. Its dimensions are forty feet in width by seventy-six feet in length, and two stories in height. It has two fronts, one on the west, toward Court street, which is the principal street in the town, and one on the east toward the main building. The first floor contains the chapel or assembly hall, two corridors and stairways, and a waiting room. The second floor contains two society halls, with a committee room attached to each. The building has been occupied since the fall of 1883.

COURSES OF STUDY.

Such courses of study have been adopted as experience has proved to be the best adapted to the purpose of liberal education. The classical course, in fullness and matter, will compare favorably with that of the best institutions. The philosophical course is so arranged as to meet the wants of those who may prefer to study modern languages and English branches instead of Greek, for which French, German and English are substituted. In the scientific, prominence is given to mathematics and the physical sciences.

The pedagogical course is intended to fit young people for the profession of teaching. A fuller statement of its aims and methods will be found in another part of this catalogue.

Those who are able to attend for a short only, may take a select course, provided the studies they wish to pursue are such as they are qualified to enter upon with advantage. But no student will take a study to which he has not been assigned, or discontinue a study, without permission obtained from the Faculty.

No students, except Seniors, and those taking a select course, are permitted to recite in the Senior studies of the third term, and the Senior examinations of the third term are limited to the regular Senior studies of that term.

LIBRARY AND READING ROOM.

In the study of Literature and History, the most important aid in addition to a good teacher, is a large stock of well selected books. In this respect the O. U. is liberally provided. The college and society libraries contain about 15,000 volumes, a large part of which are of recent purchase. In addition to the books of a general character, the private libraries of the professors, which contain works of a more special character to the number of several thousand, are also accessible to the students under certain limitations. The reading room furnishes access to the latest contributions to all topics under current discussion. Some of the larger works are not only useful for reference, but also for purposes of original investigation. Of the more important may be mentioned, a complete set of the Living Age in 200 volumes,

of the Atlantic Monthly in 70 volumes, of the Nation in 55 volumes, of the Transactions of the American Philological Association in 20 volumes, and the American Philological Journal in 15 volumes. There is also a complete set of Valpy's Latin Classics in 159 volumes; of the Greek Classics in 150 volumes; Bursian's Jahresbericht in 80 volumes; of Kuhn's Zeitschrift in 30 volumes, and of Iwan Mueller's Handbuch in 25 volumes. Among the dictionaries that have been provided are the Encyclopedic Dictionary in 14 volumes; Sander's Deutsches Woerterbuch in four volumes; Littre's Dictionnaire Francaise in five volumes, and Forcellini's Latin Dictionary in four volumes. There are complete editions of the German and French Classics, aggregating more than three hundred volumes, and all of the leading English poets and prose writers. Of Reference work the principal are the Encyclopedia Britannica in 29 volumes; the new American Encyclopedia in 27 volumes; McClintock and Strong's Cyclopedia in 12 volumes; The Schaff-Herzog Cyclopedica in three volumes; Pierer's Lexicon in 22 and Meyer's in 19 volumes; Baumeister's Denkmäler des class. Altertums, in three volumes; also, Lalor's Cyclopedia of Political Economy; the Century Dictionary; the Oxford Dictionary as far as published, etc. A number of years ago the English Government presented the University Library with a lot of volumes in large folio, among which are Acts of the Parliament of Scotland, Statutes of the Realm, Domesday Book, Rymer's Fœdera, Parliamentary Writs, Proceedings in Chancery, and many others.

Among recent acquisitions are a set of Westermann's Monatshefte, Harper's Magazine, the Century and Scribner's Magazine, Revue des deux Mondes, the Dictionary of American Biography, the Edinburg Review, Mind, Das Paedagogium, etc.

It is the special aim of the managers of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy whether in German, French or English. A large number of works on this topic and the history of education is already on hand. The Library is so managed as to be accessible every day. The reading-room, in which are placed most of the reference books and all the periodicals, is accessible at all times. The reading of well chosen books not only tells the student what

others have thought in every department of knowledge, but likewise stimulates him to think for himself. A good library is of itself a university.

APPARATUS AND CABINET.

Much valuable apparatus has been procured for the various departments of Mathematics, Astronomy, Physics and Chemistry: and these subjects are illustrated by experiments. A Chemical Laboratory has been provided, which contains working tables supplied with gas and water, and affords every facility for practical work.

A Biological Laboratory has also been fitted up with the necessary appliances for pursuing work in the departments of Biology.

A considerable part of the annual State appropriation is expended in the purchase of apparatus for the departments of Chemistry, Physics and Biology. In the selection, special reference is had to laboratory work by the students themselves. Additions are being constantly made to the apparatus. A fine set of surveying instruments of the most approved kind has recently been purchased for the students in field work. The cabinet affords important aid in the study of Mineralogy and Geology. But we are greatly in need of further contributions thereto, and to this end the assistance of the friends of the institution is greatly desired and earnestly solicited.

LITERARY SOCIETIES.

There are three literary societies in the University—the Athenian, the Philomathean and the Adelpia—the last being composed exclusively of ladies. The members have opportunity to exercise themselves in declamation, composition and debate, and to become familiar with the modes of conducting business in deliberative assemblies. The work of these societies forms a valuable part of college training, and all students are strongly urged to join one of them. No student will receive a diploma who has not been a member of one of these societies at least a year.

METHODS OF INSTRUCTION.

Instruction is given both by recitation and lectures. The constant aim in both is to awaken interest in study, to aid in the acquisition of knowledge, and to develop the powers of thought and communication,

Some subjects can be better treated in lectures than others. The knowledge the student has of a subject is likewise a factor that is taken into account. The lecture method is generally better adapted to advanced students than to those who are still in the elements. After the elementary principles have been thoroughly mastered from the text-book, supplemented with such elucidations as seemed to be called for, the student is generally prepared to profit by the lectures of the teacher, and to grasp the wider outlook that is the result of a knowledge of a subject rather than of the contents of any single book, or even of several books. In the observational studies the learner is, as far as possible, brought face to face with the objects themselves under consideration. The classes in Botany and Geology make excursions into the surrounding country for the purpose of collecting specimens and deriving scientific knowledge from original sources. The classes in Surveying and Mensuration have practice in the use of instruments in field work.

ADMISSION AND DISCIPLINE.

Entering the University will be considered a pledge to obey its rules and regulations. These are few and simple, appealing to the student's self-respect and sense of personal responsibility. Persons of known bad character or of lazy habits are not wanted and will not be retained unless they show a decided desire to reform. Students from other colleges must present certificates of honorable dismissal.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the different departments.

In exceptional cases students are admitted to classes for a week on trial, without examination, provided the Professors in charge are reasonably certain that they can maintain their standing.

Ladies are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for young men.

A record is made of the daily work of each student. When the standing of the student, as shown by this record and examination, falls below an average grade of 70 per cent., he must review the study. A record is also kept of each student's deportment. A low standing of either record is followed by private admonition, and notice is given to the parent or guardian.

Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, either because of immorality or because of habitual neglect of his college duties, he will be dismissed. But, in the latter case, his parents will first be requested to withdraw him, and if not withdrawn within a reasonable time, he will be dismissed.

Stress is laid upon the fact that no young man or woman need hesitate to enter the Ohio University for lack of means, or because of inadequate preparation. The surest guaranty of success is an honest and determined effort to succeed. If the student has learned nothing more during the years spent in college than how to study, and how to investigate any subject of which he takes hold, no matter how meager his knowledge may be at the start, he will be able to enlarge it with astonishing rapidity. His time thus spent, whether it be measured by terms or years, will have been wisely employed. Our age is sadly in need of men and women who have such a preparatory training for life's duties.

RELIGIOUS INFLUENCE.

Students are required to be present at prayers in the chapel every morning, unless excused by the Faculty, and to attend public worship on the Sabbath; but the choice of the place of attendance is left with the student or his parents. A students' prayer meeting is held once a week, at which attendance is optional. The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination;

but the utmost care is taken to promote sound and healthy religious sentiments. We feel sure that nowhere do these matters receive more careful attention.

The founder of the Ohio University believed that "religion, morality and knowledge are necessary to good government and the happiness of mankind;" and it has been the steady purpose of those to whom has been entrusted the duty of carrying out his plans to insist on the intimate relation existing between the three. The good man, the good citizen is not he who is best informed, but he who is constantly inspired with the thought that his knowledge should be used for the good of his fellow-men. Knowledge without virtue is a curse and not a blessing. It is the constant policy of both Trustees and Faculty to inspire students with the love of knowledge, and with desire to practice religion and morality. Accordingly only those persons are invited to profit by the means of instruction here placed within their reach, who are willing to conform their conduct as far as possible to the teachings of the Bible. We expect students who have spent some time with us to depart not only wiser but also better than they came. If such is not the case it will not be for want of care on the part of the Faculty.

DEGREES.

The degree of Bachelor is conferred upon students who have completed any one of the four courses laid down in another part of this catalogue. The fee for diploma is five dollars.

The degree of Master will be conferred upon graduates of this or any other college who give evidence to the Faculty that they possess such literary and scientific attainments as will make them worthy recipients of it, without reference to the time elapsed since graduation. The fee for this degree is ten dollars. For the degree of Doctor of Philosophy, see another part of this Catalogue.

No degree will be conferred until all dues are paid.

TUITION.

Regular tuition in all departments, per term.....	\$7 00
Contingent fee for all students whether they have free scholarships or not, per term.....	3 00

In addition to these fees there are the following extras :

Piano or voice culture, per term, two lessons per week.....	\$10 00
Use of piano one hour per day, per term.....	3 00
Book-keeping and allied branches, per term.....	5 00
Stenography and type-writing, per term..	5 00

The regular fee in chemistry and electrical engineering is one dollar per term to cover the cost of materials used. To this should be added a small charge for breakage—to careful students usually not more than a few cents. After the second term in chemistry the regular fee is two dollars per term.

Those students who wish to pursue studies privately in the collegiate departments for which they desire to have credit toward the attainment of a degree will be required to pass an examination on each branch, and for this examination an extra fee of \$5 will be charged, which may, however, be remitted by a vote of the Faculty.

All tuition bills must be paid within the first thirty days of the term. No exceptions can be made to this regulation.

One student from each county of the State is admitted free of charge for tuition. Any one desiring to have the benefit of a county scholarship, must receive his appointment from the auditor and commissioners of the county, and obtain from them a certificate stating that he or she is of good moral character and an actual resident of the county from which sent.

Board can be obtained within a reasonable distance of the University at \$2.75 per week. By forming clubs, students may board at \$1.75 per week. Those students whose circumstances require it, are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because liable to be prejudicial to health.

The actual cost of an education at the University will depend very much upon the disposition and habits of the students. The necessary cost is very low—as low as at any other institution affording equal advantages. It is earnestly recommended to

parents not to furnish their sons or daughters with extravagant means. The scholarship and character of a student are often injured by a free indulgence in the use of money. Whatever is beyond a reasonable supply, exposes him to numerous temptations and endangers his success and respectability.

As persons frequently wish to know as near as may be, the cost of a student for one year at the Ohio University, the following estimates are here given:

LOWEST.		HIGHEST.	
Contingent Fee and Free		Tuition.....	\$50 00
Scholarship.....	\$9 00	Board in private family.....	150 00
Board in clubs.....	70 00	Room.....	100 00
Room.....	30 00	Books	20 00
Books	11 00		
			\$200 00
	\$120 00		

This estimate is for three terms or forty weeks, and includes all necessary expenses except washing, and a small fee for membership in the literary societies. The additional charges for students who take electives in chemistry and for the special class in electricity are elsewhere noted.

MAPS AND CHARTS.

An excellent set of maps, chiefly those of Kiepert, intended to illustrate the physical features and political changes of the historical countries of Europe and the East has lately been added to the equipment of the institution. These in addition to those already on hand, afford an important and well nigh indispensable aid to the study of History and Geography. The outfit in this regard is believed to be unusually complete.

THE EMERSON PRIZE POEM FUND.

The late W. D. Emerson, of the class of '33, bequeathed to the Trustees of the University the sum of one thousand dollars, the interest of which is to be awarded every second year to the student or graduate of the institution who shall write the best original poem. The interest of this fund will again be available in June 1895. As at present invested it yields an annual revenue of \$65. The first award was made in 1893 to Miss Carrie Schwefel.

ELECTIVES.

Each student in a regular course will be required to take at least fifteen class exercises per week, and no student will be permitted to take more than seventeen, except on permission of the Faculty. This permission will be given only on the written request of the student. Students in any one of the courses can select subjects in any one of the others below the class to which they are assigned, but not above, except on approval of the Faculty, who must be convinced that they have had sufficient preliminary training to pursue the elected study with advantage. As will be seen, about half the subjects after the Freshman year are elective. But in addition to these a large number of others are offered for the benefit of those persons who wish to specialize still further along particular lines. It needs to be noted however, that they are not offered unconditionally. Regard will be had to the time at the disposal of the teachers and to the number of students taking any particular elective, as well as to their preliminary training. In all cases where a student's knowledge of English is defective he must pursue this branch until his deficiencies are made up.

During the past few years a number of students, both undergraduate and post graduate, have pursued advanced studies on special lines. With the recent increase in the number of the Faculty a larger number of students can be accommodated and in a larger number of branches.

ABOUT GETTING POSITIONS.

The President and the different members of the Faculty are frequently asked what they can do in the matter of finding employment for students upon graduation, or even before. To this question the invariable answer is that they do not and can not conscientiously make any promises; nor can any self-respecting body of men similarly situated. But their experience and observation has been as to those who seek positions as teachers, that the demand for competent and thoroughly trained men and women has generally exceeded the supply. Not infrequently

students who give promise of success are induced to leave college before graduation by the offer of a tempting situation.

It needs to be kept in the mind that knowledge and education do not fit any person for any employment. These are indeed important—in fact essential; but the personal equation is also important. Students who get along smoothly with their superiors and their fellows, and who make a good, or even fair, record in their classes, rarely fail of success in after life. On the other hand, those who are chiefly concerned to get a maximum of credit for a minimum of work; who are in constant fear lest their merits should not be duly recognized; and who are more concerned to seem than to be, may expect to be estimated at their true value sooner or latter.

In every occupation those who are willing to begin pretty near the bottom, no matter how well educated, but who are constantly on the alert to supplement their knowledge and training with the experience of practical life, rarely fail of regular and fairly rapid promotion. More essential to success than mere intellectual ability, are trustworthiness, an honest and conscientious desire to do one's best, united to promptness and fidelity in the performance of duty. Students who do their best, whether under the eye of an overseer or not, rarely fail to make successful teachers, or professional, or business men, even when their class record has not been particularly high. It is the observation of all teachers that students who are regular in the performance of their daily duties for several years, usually become good, sometimes even fine scholars. He who has learned how to study, has an education within his reach.

It is the constant aim of the officers of the O. U. to make their students self-reliant, to cultivate in them the spirit of honor—in short, to make them manly men and womanly women. They also make it a point to inform inquirers about the qualifications of candidates for positions as nearly as possible as to the exact facts in the case, believing such a course to be the only just one toward all the parties concerned. While they do not claim to be infallible, they have the satisfaction of knowing that in hardly a single instance have they misjudged a student who has been under their tuition for two or more years. No student or pros-

pective employer should assume that a recommendation will be forthcoming from the President or any member of the Faculty upon demand, merely because they have stood to each other for some years in the relation of teachers and pupils. On the other hand, the Trustees and Faculty will co-operate heartily to aid every worthy student in every possible way, both while in college and afterward.

POST GRADUATE STUDIES AND THE DEGREE OF PH. D.

The degree of Doctor of Philosophy will be conferred on persons who furnish evidence to the Faculty that they possess conspicuous scientific attainments. Such evidence may consist either in the written or printed work of the candidate, or in the examination he undergoes before the Faculty, or both. A thesis will in all cases be required, and it must be submitted at least six weeks before commencement. Great stress is laid upon the fact that no mere mastery of other men's labors, however complete, will entitle a candidate to the degree. He must give evidence of possessing, not merely a measure of natural ability, but that kind of scientific training which qualifies him to be an original investigator in his chosen department. He will be expected to know not only all that others know upon his chosen theme, but to have added some new discovery, however slight. If the subject chosen be literary, or historical, or philosophical, the matter should be so arranged and combined as to exhibit new results or justify some new inferences. Candidates are reminded that no mere essay or lecture of a popular character can be accepted. Under ordinary circumstances they should allow themselves at least a year in which to prepare a thesis; and under the most favorable conditions less than six months will hardly suffice. The shorter time will be sufficient only when the writer is already thoroughly familiar in a general way with the subject of which his thesis treats.

We do not require residence because we have found that this condition, though eminently desirable, debars some capable specialists from receiving the recognition to which their attainments justly entitle them. It is, nevertheless, the purpose of the offi-

cers of the O. U. that the degree of Ph. D., when conferred by them, shall have such a definite value as to commend the bearer to the consideration of competent judges.

We have frequently been asked to lay down a course of study for this degree. The Faculty have always refused to do so for the reason that it would only be continuing the college course somewhat further. One who is worthy of this degree ought to be so familiar with the field in which he proposes to work as to need but little guidance; he ought to know more of the particular subject that he has investigated than any one before him. He should himself be the best judge of the matter he can use to advantage bearing upon the special line of investigation he wishes to pursue. In view of these conditions it is evident that so few will apply to us for this degree as to make printed directions superfluous. In short, we hold that the degree of Ph. D. should be granted to thoroughly mature students only. The Faculty will, however, be glad to correspond with prospective candidates and to make such suggestions as may seem proper under the circumstances.

It is not to be assumed, as a matter of course, that failure or inability to gain the degree indicates a general lack of capacity. A man may possess great ability, and yet not be a poet, or an orator, or a scientific investigator. Sometimes fine general scholarship, great intellectual breadth, or superior skill in the correlation and combination of facts discovered by others may incapacitate him for the minute examination of a single point. Sometimes, again, lack of time, or defective mental training, which circumstances render it impossible to overcome, put out of the reach of persons the needed intellectual concentration which the scientific study of a subject postulates. While the Faculty do not design to make the attainment of this degree unreasonably difficult, they do intend that it shall signify thorough scientific training and not mere general scholarship, however extensive. A reading knowledge of at least one modern language will be an indispensable requisite. The fee for diploma is \$25. In addition to this a fee of \$5 must accompany the thesis.

NOTE—The above general statement taken from former catalogues is allowed to stand for the present. But as the requirements for the de-

gree of Doctor of Philosophy are now under consideration by the Ohio College Association and as it is certain that these requirements will, in the near future, be considerably modified, this section of the catalogue should be understood to have only temporary validity. Prospective candidates may ascertain the state of the case by correspondence with some member of the Faculty.

SCHOLARSHIPS.

At their meeting in 1892 the Trustees established ten scholarships having a cash value of one hundred dollars each. These scholarships will be awarded by the Faculty to graduate students of this or any other college whose previous studies have qualified them to profit by the advantages they afford. Their object is to encourage special study within comparatively narrow and well defined limits. In most cases the recipients will be required to teach one hour per day. These, so far as at present determined, are as follows:

1, Biology. 2, Chemistry. 3, Educational History. 4, English Literature. 5, Latin and Roman History. 6, Greek. 7, Philosophy. 8, Psychology. 9, Mathematics. 10, Physics. Candidates who intend to make application for any of these scholarships are requested to correspond with the members of the Faculty in whose department the subjects belong.

HONOR COURSES.

The Faculty have established a series of honor courses to which students will be admitted on the following conditions: The applicant must have completed the work of the Sophomore year or its equivalent; he must show more than average capacity for the studies he wishes to pursue; he must be able to speak and write the English language correctly and with ease. The studies that constitute these courses are a good deal more difficult than the regular work of the last two years. Some of them are given in this catalogue.

Detailed Statement
OF THE
Departments of Instruction.

GREEK.

PROFESSOR SUPER.

ASSOCIATE PROFESSOR DUNKLE.

It is the aim of this department not only to teach students to read the authors commonly read in colleges, but also to make them acquainted as far as possible with the literature and life of the ancient Greeks. In teaching the language, especially that of Homer, constant attention is called to the words related to other languages, particularly Latin, German and English; and the laws of consonantal mutation are explained. Especial prominence is given, as the student progresses, to the following points: First, form; second, vocabulary; third, relation to cognate languages; fourth, literature and history. The ear is regarded as equally important with the eye in the interpretation of words. When possible, some entire work of an author is read, as it is thought a more lasting and more satisfactory impression will thus be made upon the mind of the student than by the use of selections only.

It is a well-established principle in the study and teaching of the ancient languages that they should be made, as far as possible, the basis of a study of antique life. The Greek language embodies the experience of the most remarkable people of an-

tiquity—a people whose achievements in literature, in the arts, and in government have been, and doubtless will continue to be, inexhaustible sources of profitable instruction. It is here claimed that a study of the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important element of a liberal education.

Before admission to the college class in this department, the student must be fairly familiar with the Greek Grammar and have read three books of the *Anabasis* and three books of Homer's *Iliad*.

The Freshman read about seventy-five pages of Herodotus in Goodwin's Greek Reader; nearly the same number of pages in Winans' edition of Xenophon's *Memorabilia*; and the *Apology* and *Krito* of Plato entire. The work for the Sophomore year is usually a *Tragedy*, a *Comedy* and Demosthenes' *De Corona*. More important, however, than the amount of text perfunctorily read, is a knowledge of the Greek language and a true conception of the life of Greek antiquity.

Works of Reference: Hadley's and Goodwin's Greek Grammars, Goodwin's Greek Moods and Tenses, Liddell & Scott's Greek Lexicon, Anthon's and Smith's Classical Dictionaries, Avtenrieth's *Homeric Dictionary*, Ginn & Heath's *Classical Atlas*.

ELECTIVES.—Students who wish to pursue the study of Greek beyond the regular course can be accommodated with three exercises per week for three terms, the subjects to be studied, or the authors to be read, to be selected by the professor. The following is the general program: As the Freshman year is devoted to a review of the Syntax, the Accidence of the Greek language in general, the student is prepared to take up the study of masterpieces, either in oratory, philosophy or poetry, with special reference to the characteristics of each. With these ends in view, one or more terms may be given to one or more of the Attic orators, to one longer and two shorter Platonic dialogues, or to some of the principal dramas. One elective term in Greek History is offered, and one in Comparative Philology.

LATIN.

PROFESSOR EVANS.

ASSISTANT PROFESSOR CONAWAY.

To enter the Freshman class, students are examined on four books of Cæsar, seven orations of Cicero, and six books Virgil's *Æneid*.

Romæ Viri Illustres, Sallust's *Catiline*, and selections from Ovid may be substituted for parts of the other authors.

During the first part of the Freshman year attention is directed to Latin Rhetoric as exemplified in the works of Cicero and Livy. During the latter part of the year, the class reads the *Odes* of Horace and studies Roman History. Throughout the whole year there are frequent exercises in sight reading and in turning into the original, English renderings of Cæsar, Eutropius, and Nepos.

In the whole work the endeavor is to impress on the minds of the students that Latin is the language of a moral and practical people who left their mark on the world in law and government; and that "Rome is the center of our studies and the goal of our thoughts; the point to which all paths lead, and from which all paths start again."

Hand-books: Allen and Greenough's or Harkness' *Grammar*; Allen's *Roman History*; Harper's *Lexicon*.

Kiepert's wall maps of the Roman Empire and of various countries, Ginn and Co.'s *Classical Atlases*, Gow's "*Companion*," Smith's *Dictionary of Classical Biography*, and Smith's and Seyfert's (*Nettleship and Sandy*) *Dictionaries* are freely accessible to students for reference in their work.

ELECTIVES: Each year one of the following courses is offered to students who desire to continue the study of the Roman people, beyond the course that is required.

1. *Latin*:

Terence, Cicero, Lucretius, Horace, Juvenal, Tacitus, Paterculus, and Quintilian are studied according to the tendency or the choice of the class.

The students have access also to Simcox's, Teuffel-Schwabe's, (Warr's translation), and Browne's *Histories of Latin Literature*.

ture, and to Guhl and Koner's *Life of the Greeks and Romans*.

2. *Roman History:*

A whole year is given to the study of the military and political history of Rome, special attention being directed to the causes of the struggles between the Patricians and Plebeians, and between Rome and Carthage; and to those which made Rome the conqueror of the world, as well as to those causes which led to the decline of the Republic.

Books for study and reference: *Epochs of Ancient History*; Lanciani's *Ancient Rome in the Light of Recent Excavations*; *The Great Captains—Hannibal—*by Dodge; Duruy's and Mommsen's *Histories of Rome*, Long's *Decline of the Roman Republic*, and Labberton's *Historical Atlas*.

3. *The Roman Constitution and Outlines of Roman Law:*

This course is of interest to students who look forward to the study of law, as a study of Roman law helps one to get a clear idea of the fundamental conceptions of Jurisprudence. The study of the development of the Roman constitution and laws will help to understand how all constitutions and laws grow. In the last two courses described, students are required to consult Roman authors in addition to the authors already mentioned.

HONOR COURSE.

FIRST YEAR.

Cicero, *De Senectute* and *De Amicitia*, *De Officiis*, Book III, and the Second Oration in Antonium. Catiline, *The Jugurthine War*. Livy, Books I and II. Horace, *The Odes*, Books I to IV, and *Carmen Sæculare*. Sight Translations from Nepos, Eutropius, Ovid and Virgil, together with Latin Prose Composition. History of Rome: Ihne, *Early Rome*; Smith, *Rome and Carthage*. History of Roman Literature: Teuffel, in part. Mythology and Life of the Romans: Selections from Murray's *Manual* and from Guhl and Koner. Grammar: Thacher's *Madvig*.

SECOND YEAR.

Paterculus, Book II, Livy, Books XXI to XXIII; Tacitus, *The Annals*, Book II. Horace, *The Epistles*, Books II and III;

Terence, *The Adelphi*; Lucretius, Book IV; Juvenal *Satires* I and V, and Plautus, *Aulularia*. Cicero, Brutus, the *Orations Pro Murena*, and *Pro M. Cælio*. Pliny the Younger, *Select Letters*. Quintilian, Book X. English Renderings of Livy, Cæsar and Nepos turned into Latin. Sight Translations of Suetonius, Phædrus, Curtius Rufus and Persius. History of Rome, three chapters in Vol. I. of Long's *Decline of the Republic*; Marius, the Græchi and Sulla in the *Epoch Series*; chapters in Duruy's *History of Rome*; *History of Roman Literature*, Teuffel continued and Simcox, Vol. II, in part. Philology, Henry's *Short Comparative Grammar* and Roby, Vol. I.

MATHEMATICS AND ASTRONOMY.

PROFESSOR HOOVER, ASSISTED BY ONE OR MORE TUTORS.

The course in pure Mathematics embraces nine terms, distributed as follows: Algebra, three terms; Geometry two terms; Trigonometry and Surveying, two terms; Analytic Geometry, one term; Calculus, one term. Of these, three terms, including Algebra to Series and Plane Geometry, are required for admission into the Freshman class; the remaining six terms are included in the College Department, covering the Freshman and Sophomore years.

See also courses of study and electives.

In teaching the pure mathematics, especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes; and it is insisted that the principal business of the college student of mathematics is to apprehend these clearly.

Power to apply the principles is tested by a wide range of exercises drawn from various sources, and adapted to the capacity of the student.

A part of the Spring term in the Freshman year is devoted to the subject of land surveying and to other applications of Trigonometry. This work is important as giving good examples of the utility of mathematical science in its practical applications. The department is in possession of an excellent set of

surveying instruments, including a transit, level, rod, and other necessary appurtenances. These are in frequent use by the students.

ELECTIVES.—In this department the following electives are offered: Differential Equations, Statics and Dynamics; Elliptic Functions; Spherical Harmonics; Quaternions; Determinants; Mathematical Optics; Least Squares, and Astronomy.

HONOR COURSE.

JUNIOR YEAR.

First Term.—Advanced Differential and Integral Calculus, fifteen hours per week.

Second Term.—Differential Equations, twenty hours per week.

Third Term.—Advanced Analytical Mechanics, twenty hours per week; or Modern Analytical Geometry including Trilinears, etc., with Solid Geometry, twenty hours per week.

SENIOR YEAR.

First Term.—Spherical Astronomy with Least Squares, twenty hours per week.

Second Term.—Same continued, and Theoretical Astronomy begun, twenty hours per week.

Third Term.—Elliptic Functions, twenty hours per week.

The student must have a reading knowledge of one of the Modern Languages before he enters on this course. For the work of this year there may be substituted studies in Mathematical Physics, including Electricity and Magnetism, Optics, Heat and Sound, all preceded by Least Squares.

RHETORIC AND ENGLISH LITERATURE.

PROFESSOR BOUGHTON.

ASSISTANT, MISS BURNS.

The work of this department is intended to accomplish two objects: First, to cultivate the art of expression; second, to give the student a practical knowledge of English and American authors.

Preparatory to collegiate work, the student must show proficiency in the use of English, and must have a knowledge of

the elements of Rhetoric. In other words, he must have had the following work or an equivalent: Reed and Kellogg's Higher Lessons in English, Waddy's Elements of Composition and Rhetoric, and Genung's Practical Rhetoric.

The required work in English is as follows: For the B. S. degree, English IV., First Term; for the A. B. or B. Ph. degrees, English IV.; for the B. Ped. degree, English IV., and the First term of English V. The other courses given below are electives, open only to such students as are prepared for the work.

ENGLISH I. PRACTICAL JOURNALISM.

This is a three-hour course extending through the year, but students of any grade may enter the class at any time. The work consists in gathering current news, educational items, and literary notes and in preparing this matter for publication. Every student is a reporter for some newspaper published in the vicinity of Athens, and is held responsible for a certain amount of copy weekly.

ENGLISH II. BEGINNING LITERATURE.

First Term (5): American Authors—A Study of Recent Magazine Literature.

Second Term (5): American Authors—A Study of the more celebrated American writers.

Third Term (5): History of American Literature, Hawthorne and Lemmon's text-book.

In 1895-6 a similar course in English Literature will be substituted for the above. While the work is designed for Freshmen, the two courses may be substituted for the Latin of the Pedagogical course.

ENGLISH III. RHETORIC.

First Term (5): 1. Lewes' Principles of Success in Literature. 3. Style.

Second Term (5): 1. Exposition and Argumentation as treated in Genung's Practical Rhetoric. 2. Eloquence. 3. Modern Orators.

Third Term (5): 1. Versification. 2. Corson's Primer of English Verse. 3. Poetry. 4. A Study of Tennyson.

This work shall be accompanied by a number of written exercises in Narration, Description, Exposition, Versification, and Oratory.

ENGLISH IV. JUNIOR LITERATURE.

First Term (5): Morley-Tyler's Manual of English Literature.

This course is required of all students.

Third Term (5): English and American Men of Letters—Essays and Discussions.

This course is required of all students except those who are studying for the B. S. degree.

ENGLISH V. SENIOR LITERATURE.

First Term (5): Shakspeare—1. Dowden's Primer. 2. Richard III., As You Like It, Julius Cæsar, King Lear, Hamlet, Macbeth, Othello, Cymbeline, and The Tempest. 3. Moulton's Shakspeare as a Dramatic Artist.

The written work of this term shall include an original drama.

This course is required of Senior Pedagogical students, but must be preceded by English IV.

Second Term (5): Browning—1. Corson's Introduction to Browning. 2. Readings from Browning.

Third Term (5): Sherman's Analytics of Literature.

ENGLISH VI. POST GRADUATE ENGLISH.

For 1893-4 the scholar in English has been assigned work as follows: Mrs. Oliphant's Literary History of England, 18th and 19th Centuries, 3 vols.; Stedman's Victorian Poets and Poets of America; Analytics of Literature; McCarthy's History of Our Own Times, Chapters XXIX and LXXII; Howell's Criticism and Fiction; Symond's Realism and Idealism (Littell, Vol. 175, p. 109); Lang's Realism and Romance (Littell, Vol. 175, p. 618); Gosse's Realism in Fiction (Forum, Vol. 9, p. 391); Huxley's Scientific and Pseudo-Scientific Realism (Pop. Science Mo., Vol.

30, p. 798); Ruskin's *Sesame and Lilies*; Carlyle's *Sartor Resartus*; Emerson's *Society and Solitude*; Scott's *Ivanhoe*, Dickens' *Oliver Twist*; Thackeray's *Vanity Fair*; Eliot's *Adam Bede*; Hawthorne's *Scarlet Letter*; Howells' *Rise of Silas Lapham*; Wallace's *Ben Hur*; Scott's *Marmion*; Wordsworth's *Excursion*; Tennyson's *In Memoriam*; Bryant's *Prairie*; Browning's *A Death in a Desert*; Longfellow's *Morituri Salutamus*; Lowell's *Commemoration Ode*; Aldrich's *Baby Bell*. Finally, there is to be written a thesis of 5,000 words on "Realism and Idealism of the Nineteenth Century."

ENGLISH VII. HONOR COURSE.

Preparatory to this course, Elocution (one year), Elementary Psychology, English II. (two years), English III. (one year), and Logic will be required.

Junior year (17): 1. English IV. 2. Historical: Green's *History of the English People*; Lecky's *England in the XVIIIth Century*, chapters 1-4, 8 (78 pages), 9, 15, 18, 19, 20 and 23; Taine's *English Literature*; Lounsbury's *English Language*, Part I. 3. Reading, Prose: More's *Utopia*, Sidney's *Apologie for Poetrie*, Jonson's *Timber*, Bacon's *Essays*, Milton's *Areopagitica*, Bunyan's *Pilgrim's Progress*, Walton's *Complete Angler*, Swift's *Gulliver's Travels*, Addison's *Coverly Papers*, DeFoe's *Robinson Crusoe*, Johnson's *Essays on Pope and Dryden*, Burke's *American Speeches*, Goldsmith's *Vicar of Wakefield*. 4. Reading, Drama: Marlowe's *Jew of Malta*, Jonson's *Alchemist*, Beaumont and Fletcher's *Philaster*, Fletcher and Shakspeare's *Two Noble Kinsmen*, Webster's *Duchess of Malfi*, Shakspeare complete. 5. Reading, Poetry: Chaucer's *Canterbury Tales*, Spenser's *Faerie Queen*, Milton, Dryden's *Odes*, Pope's *Essays*, Goldsmith, Thompson, Cowper, Burns. 6. A Thesis.

Senior year (17): 1. English V. 2. History: McCarthy's *History of Our Own Times*, Carlyle's *French Revolution*, Mrs. Oliphant's *Literary History* (3 vols.), Stedman's *Victorian Poets and Poets of America*. 3. Reading, Prose: Two works each of Scott, Dickens, Eliot, Thackeray, Irving, Hawthorne, and Wallace; one volume each of DeQuincey, Macaulay, Emerson, and Lowell. 4. Reading, Poetry: Selected poems from English

and American Poets with a more special study of Bryant, Lowell, Tennyson and Browning. 5. Elocution: The Dramatic Rendering of Shakspeare (one term). 6. A Thesis.

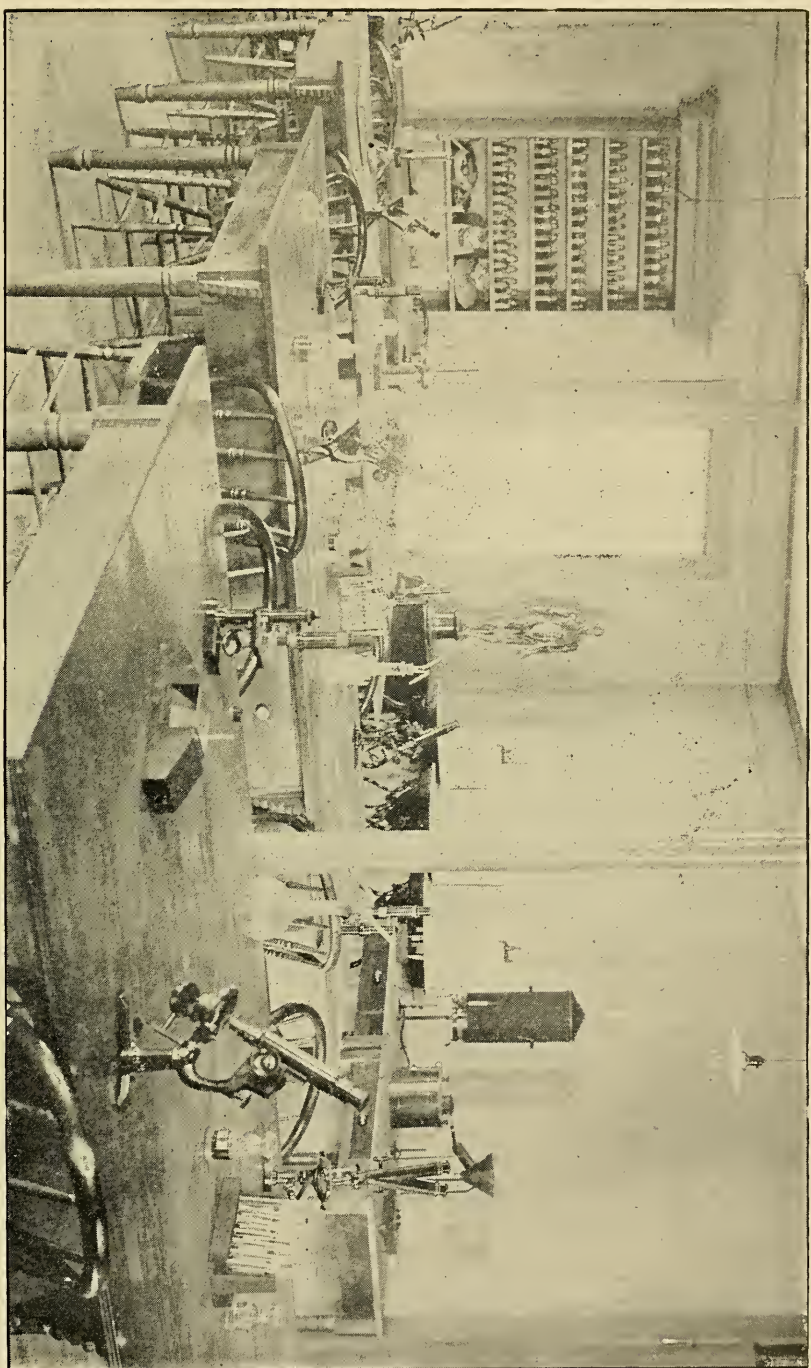
NOTE.—These courses are not all given every year.

BIOLOGY AND GEOLOGY.

PROFESSOR CHAPIN, with ONE OR MORE ASSISTANTS.

Students in all the preparatory courses have been required to pursue the subject of Physical Geography in this department, though the study is treated in as broad a manner as time and facilities will permit. Work in Physics is not presupposed, but, as some knowledge of physical laws is essential to a fair comprehension of the subject matter, several lessons are devoted to this branch at the outset, accompanied by a few experiments. During the term, talks are given upon animal and plant life, and some simple geological principles are discussed. For practical work in Meteorology, each student is required to keep a daily record of the barometer and thermometer, prevailing wind, etc., and to prepare barometric charts^q for examination.

The work in Zoology being assigned to the winter term, use is made of alcoholic and dry specimens of animals that have been collected earlier in the year from the streams and fields of this locality, to which is added a liberal supply of marine types. Two sets of these types have been received from the United States Government, which, together with the material secured by purchase from different collectors, constitute a very valuable collection. The student enters the laboratory at the very start, and such types are placed before him for examination and dissection as will lead him, step by step, to correct habits of observation, by which he is enabled to comprehend the close relations of one form of life to another. As this work is in progress, the subjects under examination are freely discussed, and, on the completion of each dissection, the student is examined upon the work done. Drawings are required of the different parts and organs, in all cases. After a course in the laboratory, the subject of classification receives more careful attention, all the branches of the animal kingdom being taken up in their order. An advanced



BIOLOGICAL LABORATORY.

course in Zoology has been arranged, and a scholarship has been established which will insure free tuition and laboratory privileges at the Marine Biological Laboratory, Cold Spring Harbor, Long Island, to the student in this department doing the highest grade of work. The importance of the advantages thus secured cannot be overestimated, as the student is given abundant opportunity to study marine life amidst its proper environment. He will, to this end, be expected to assist frequently in dredging, for which a naphtha launch is provided, in charge of a competent seaman.

The course in preparatory Physiology aims to give a good general knowledge of Anatomy and Hygiene, and the functions of the different organs. Occasional dissections are performed before the class, and some laboratory work is required of all. In the collegiate course, this subject is studied by more advanced methods. Osteology receives close attention, and each student is expected to do some work in dissection, besides making a practical study of a few histological structures. Physiological principles and theories are discussed according to the latest investigations, and, in this connection, experiments are performed in the laboratory. The department is supplied with a valuable skeleton and superb French anatomical models. (For more advanced work in Anatomy and Physiology, see Preparatory Medical Course.)

Elementary Botany is required in the Preparatory Pedagogical Course only, though many from the collegiate courses pursue this study. Work begins with an observational study of germinating plantlets, all students being required to sow the seeds of several representative plants, and to make careful drawings of the different stages of growth. Leaves, roots and stems are studied from the objects as far as practicable, and careful dissection of certain typical flowers precedes the regular work of Systematic Botany. As time permits, the student is given some insight into the microscopic structure of plants by practical work in the laboratory. An herbarium of not less than forty plants will be required of all, or an equivalent in laboratory work. In the collegiate course, the student is set to work at once with the microscope, the object being to secure a knowledge from actual

observation of the general anatomy and physiology of plants. This is followed by work upon the Cryptogams, and all will be encouraged to make some special investigations for themselves.

The University is thoroughly equipped for work in General Biology, a required subject in all the collegiate courses. A biological laboratory has recently been completed and fitted up with modern apparatus, including a steam sterilizer, fine optical appliances, dissecting instruments, water bath, paraffine bath, CO₂ freezer, etc. The student is given practical training in Microscopy, and is taught the processes of staining and how to prepare permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plant and animal forms, and the laboratory work is accompanied with lectures, in which the composition of organisms, methods of reproduction, development and other biological subjects are discussed.

At an early stage of the work in Geology, such objective study of minerals is pursued as will enable the student to comprehend the composition of rocks, which is next taken up. To supplement the text, lectures may be given from time to time upon dynamical, structural and paleontological Geology, and these subjects are further studied in the field. Work is also offered in determinative Mineralogy. A large cabinet of minerals is open at all times to the student of Geology.

Works of reference: Bessey's Botany, Goodale's Physiological Botany, Gray's Structural Botany, Wolle's Diatomaceæ of N. A., and Desmids of the U. S., Strasburger's Manual of Vegetable Histology, Goebel's Outlines of Classification and Special Morphology, Vime's Physiology of Plants, DeBary's Comparative Anatomy of Phanerogams and Ferns, Huxley and Martin's Biology, Sedgwick and Wilson's Biology, Claus and Sedgwick's Zoology, Packard's Zoology, Lang's Vergleichenden Anatomie der Wirbellosen Thiere, Landois's Physiology, Foster's Physiology, Stirling's Histology, Schäfer's Essentials of Histology, Carpenter's The Microscope, Frey's Microscopical Technology, LeConté's Elements of Geology, Dana's Manual, Dana's Mineralogy, Crosby's Mineralogy, Lyell's Principles of Geology, Geikie's Text Book of Geology, and Government Reports.

PREPARATORY MEDICAL COURSE.

It is desirable in many cases that students looking forward to the medical profession should, after spending four years in collegiate work, be admitted to advanced standing in the medical schools, whereby a year's time may be gained. With this object in view, the department of Biology now offers such work as is, in conjunction with Physics and Chemistry, recognized by the best of these schools the full equivalent of a year's professional study. The departments of Physics and Chemistry furnish abundant opportunities for the work required in that direction. The biological work is, from the very outset, suited to the needs of the medical student. To this end, it properly begins with General Biology, to be followed by a comparative study of animal forms and of phanerogamic and cryptogamic plants. The development of some vertebrate is closely studied, and preparations of embryos are required of each student. Throughout the course, close attention to laboratory work is insisted upon. Practical instruction is given in the preparation of microscopic objects, and the student is taught the technique of section cutting and mounting. A practical knowledge of Human Anatomy is obtained from the careful dissection of some mammal, the many resemblances to the anatomy of man, and the few differences, being continually referred to. Arrangements have been made whereby students of the University are allowed, under certain conditions, to attend post mortem examinations and to assist in the work. The laboratory is provided with modern apparatus for accurate investigation of disease germs, and the student is therefore required to do practical work in the all-important subject of Bacteriology.

Upon the completion of this course, any student may receive credit for one year's work in the regular course of study at the Starling Medical College, Columbus, Ohio. Valuable concessions will also be granted to our graduates by the Medical Department of the University of Pennsylvania, Jefferson Medical College, Medical Department of the University of Cincinnati, and other leading medical schools.

Among the works of reference to be found in the library may be mentioned Gray's Anatomy, Quain's Anatomy, Holden's

Anatomy, Landois and Sterling's Physiology, Foster's Physiology, Foster and Langley's Practical Physiology, Foster and Langly's Embryology, Hertwig-Mark's Text-book of Embryology, Lehrbuch der Vergleichenden Entwicklungsgeschichte (Korschelt & Heider), Minot's Human Embryology, Wilder and Gage's Anatomical Technology, Wiedersheim's Comparative Anatomy and Sternberg's Bacteriology. The following subjects are comprehended in this course: General Biology, Zoology, Mammalian Anatomy, Human Anatomy, Histology, Physiology, Structural and Systematic Botany, Vegetable Histology, Embryology and Bacteriology.

HONOR COURSE.

JUNIOR YEAR.

Fall Term.—Advanced Zoology (8), Vegetable Histology (8), Chemistry (4).

Winter Term.—Advanced Zoology (8), Animal Histology (8), Analytical Chemistry (4).

Spring Term.—Vegetable Physiology (8), Vertebrate Embryology (8), Organic Chemistry (4).

SENIOR YEAR.

Fall Term.—Cryptogamic Botany (7), Neurology (9), Physics (4).

Winter Term.—Mammalian Anatomy (9), Neurology (7), Physics (4).

Spring Term.—Original Work (9), History of Development of Organic Forms (4), Advanced Biology (5).

A term's work in Elementary Physics must be pursued before entering upon this course, and the student must have acquired a reading knowledge of German or French by the beginning of the second year.

PEDAGOGICS AND PHILOSOPHY.

It is the aim of this department to prepare students for the profession of teaching. Such preparation requires (1) a vivid conception of the true end of education: (2) a knowledge of, and a practical acquaintance with, the right method to be used

in attaining that end; (3) a knowledge of the principles upon which those methods are based; (4) a true conception of educational values; (5) a broad range of scholarship and general culture. Every opportunity is improved to impress upon the students the fact that the object of education is not primarily the communication of knowledge, but symmetrical development of the powers of the mind. It is a prominent object of instruction in the history of education to make the history of nations illustrate on a grand scale the fact that defective and stunted types of civilization are largely due to false educational ideas. The belief is that students will be helped in this way, as they can in no other, to a true conception of what education should be, and to a realization of its transcendent importance. It is an equally prominent object of instruction in the history of education to help students to gather from the theories of the great educational reformers those principles which may fairly be claimed to have universal validity, and to have a place in the science of pedagogy.

As a further preparation for the science of education, psychology is studied with great care. After a careful and critical study of the history of education and psychology has familiarized students with the true idea of education and the principles upon which intelligent efforts to attain it must be based, instruction is given in the science of education—which is but the systematic and orderly statement of the principles with which at that point students are already familiar—and also in methods.

If the primary end of education is development of faculty rather than the communication of knowledge, the question which Spencer regards as first in logical order in the theory of education, "what knowledge is of most worth?" is not the first, or even second. The question is, what faculty is of most worth? What stress shall be laid upon the culture of the various faculties of the mind in order to attain the true end of education, the symmetrical development of the entire man? And the second is, what is the education value of the various studies in the curriculums of our schools and colleges? In other words, what is their capacity when rightly studied to contribute to this end?

This is deemed an important part of the theory of education, and the attempt is made to give students as definite an idea of it as its great difficulty and complexity admit.

And no opportunity is neglected to impress upon students the fact that the highest success possible to the teacher cannot be obtained by the pedant, however profoundly he may have studied the science and art of education. The effort is constantly made to make them feel that to succeed as teachers, they must be men with a broad range of sympathies, interested in all that concerns men.

While these ideas may be said to shape the methods of instruction in this department with all classes, very different degrees of prominence are given to them under different circumstances, the attempt being made to have regard to the needs and development of students. The Department of Pedagogy, as at present organized, has two courses—a short course about equal in length and thoroughness to that of the best state normal schools in the country, and a long course, leading to the degree of Bachelor of Pedagogy, and fully equal in thoroughness and culture value to any of the other courses offered by the college. The great object of instruction in the Department of Pedagogy, in the shorter course, is to give students as vivid an idea as possible of the true value of education, and a living knowledge of the being to be educated—"the living, learning, playing child." Text-book instruction in psychology is constantly supplemented by reports of observations of children, and students are daily asked to report observations that illustrate the matter in hand—or indeed observations of children in general. The attempt is made to interest students in children as deeply as possible, since all methods of teaching have their roots in the nature of their minds.

The history of education in the shorter course aims, (1) to interest students in the lives and labors of the pioneers of educational thought, and (2) to emphasize those theories that seem to be of a practical character today.

Pedagogy proper, in the shorter course, is largely a study of methods. The subject is taken up in the last term of the year, after psychology and the history of education have been pur-

sued, and it is one of the chief aims to fix and organize the practical suggestions and hints that have been made in connection with those two subjects.

In the longer course, the department aims to keep constantly in mind that it is dealing with those who are to be leaders of the educational thought. The aim is to teach Psychology with such thoroughness that those students who afterwards become Superintendents may teach it intelligently to their students, and at the same time learn all that it has to teach concerning the principles that underlie all correct methods of teaching.

Students are urged and stimulated to accept nothing on the authority of the text-book when it can be at all avoided. An important aim of the instruction is to encourage them to verify as far as possible the statements of their author—to induce them, in a word, to study the *subject*, and not simply a book about the subject.

The history of education in this course is divided into two parts: First, a study of educational ideals, and ideas and theories and systems and institutions of the past as they have appeared in the great nations of the world; and second, a study of contemporaneous systems and institutions—state and city school systems in this country, American colleges and the systems of England and France and Germany. It is a chief aim of this department to train students of education to develop an interest in, and an aptitude for, the study of the subject that underlies all others. Students are made to feel that the varying educational systems and institutions all over the world are so many experiments in the great educational laboratory, and that society has the highest possible interest in knowing precisely what these experiments teach. It is made a part of their work to make studies of educational subjects, the results of which are read before the class and thoroughly criticised by them.

The study of the history of education proper is to a large extent a study of the intellectual development of the world, since the history of education is the history of one of the most important factors of that development.

The science of education in this course aims to take a survey of the entire subject—aims to put students at the point of view where they have a keen appreciation of such practical problems: As courses of study, school architecture, superintendence, etc., as well as to give them a clear grasp of the principles and methods that naturally follow from the laws of the mind. And here, as everywhere, the aim is to keep as close to life as possible—to illustrate the various conclusions reached, by an appeal to the actual experience of some part of the world, wherever that is possible.

PEDAGOGY.

PROFESSOR GORDY.

COURSE I. EDUCATION FROM A NATIONAL STANDPOINT.

Text-books: Fouillee's Education from a National Standpoint; Spencer's What Knowledge is of most Worth? This subject is required of the Freshman Class. Three hours per week.

COURSE II. HISTORY OF EDUCATION.

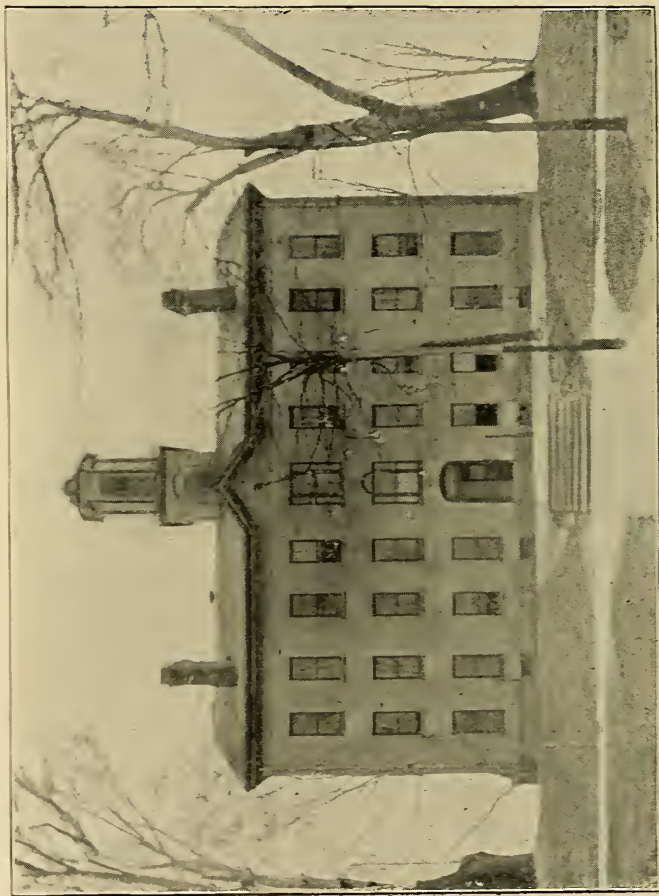
Text-books: Davidson's Aristotle; Quick's Educational Reformers; Aristotle's Politics; Grote's History of Greece; Laurie's Universities; the Great Educator's Series: Pestalozzi's Leonard and Gertrude; Rousseau's Emile; Life and Lectures of Horace Mann; Spencer's Education; Gordy's Development of the Normal School Idea in the United States. These are all required subjects for students taking the Pedagogical Course. Four hours per week.

COURSE III. SCIENCE OF EDUCATION.

Text-books: Bain's Education as a Science; De Garmo's Essentials of Method. Books of reference: Rosenkranz' Philosophy of Education; Fitch's Lectures on Teaching. Required of all members of the Senior Class taking the Pedagogical Course.

ELECTIVE AND HONOR COURSES.

Students who are admitted to Honor Courses will be required to take the equivalent of one recitation a day in the department in which they expect to teach during the last two years of their course.



MAIN BUILDING, ERECTED IN 1817.

HONOR COURSE FOR THE JUNIOR YEAR.

Mill's Logic; James' Psychology, two volumes; Plato's Republic; Aristotle's Politics; Grote's History of Greece, the Chapter on Socrates; Laurie's Universities and Comenius. De Guimp's Pestalozzi; Lectures of Horace Mann; Gordy's Development of the Normal School Idea in the United States; Seminary on the Study of Children once every two weeks.

HONOR COURSE FOR THE SENIOR YEAR.

Students taking the Honor Course in the Senior Year will devote themselves to a study of Educational Ideals in Europe. Their reading will be directed toward giving them a grasp of the relation between such ideals and the civilization of which they were to a greater or less degree the expression. The line of thought to be especially considered will be the reciprocal influence of the ideals and the social conditions that called into being.

Seminary: City School Systems, once every two weeks.

PSYCHOLOGY AND ETHICS.

PROFESSOR GORDY and PROFESSOR LE ROSSIGNOL, assisted by
MESSRS. BROWN and SHOTT.

The courses indicated below are intended for undergraduate students and for such graduate students as have not already taken their equivalent. It will be noticed that much of the work outlined in the Honor Courses is covered by class-work and lectures. The advanced courses are open only to students who have completed the preliminary work.

FALL TERM.

1. *Psychology* (required), James' Psychology. Briefer Course.

Books of Reference: James' Principles of Psychology; Ladd, Outlines of Physiological Psychology. Four hours a week.

2. *Hypnotism* (elective).

The History, Methods and Results of Hypnotic Investigations, accompanied, where practicable, with experimental demonstrations.

Books of Reference: Moll's Hypnotism, with the authorities there referred to; Proceedings of the Society for Psychical Research.

3. *History of Modern Philosophy* (elective).

Descartes' Method and Meditations; Russell's Philosophy of Locke; Hume's Treatise on Human Nature, Book I.

Books of Reference: Falkenberg's History of Modern Philosophy; Ueberweg's History of Philosophy; Vol. II; Windelband. Four hours a week.

4. *Advanced Logic* (elective).

Mill's System of Logic.

Books of Reference: Lotze, Sigwart, Bradley, Jevons. Four hours a week.

The following alternative courses are also offered as electives, to continue throughout the year:

5. *Spencer's Philosophy*.

Spencer's First Principles and Psychology.

Books of Reference: Fiske's Cosmic Philosophy, Lewes' Problems of Life and Mind. Two hours a week; or

6. *Lotze's Philosophy*.

Lotze's Metaphysics and Microcosm.

Books of Reference: Browne's Metaphysics; Lotze's Outlines. Two hours a week.

WINTER TERM.

7. *Logic* (required).

Hyslop's Elements of Logic. Books of Reference: Mill's System of Logic; Fowler's Inductive Logic. Four hours a week.

8. *History of Modern Philosophy* (continued as an elective).

A study of Kant as in Watson's Selections from Kant and articles in the Philosophical Magazines, with reference to the critical work of Caird, Watson and Morris. Two hours a week.

9. *History of Philosophy* (required).

Fraser's Selections from Berkeley, with lectures on Ancient Philosophy.

Books of Reference: Schwegeler and Ueberweg.

10. *Ethics* (elective).

Murray's Introduction to Ethics, Essays and Discussions.

Books of Reference: Sidgwick's History of Ethics and Methods of Ethics; Martineau's Types of Ethical Theory. Four hours a week.

11. *Philosophical Psychology* (elective).

This course will begin with lectures on the nervous system, with microscopical demonstrations, and will include a series of experiments selected from Sanford's Laboratory Course, in the American Journal of Psychology.

HONOR COURSE IN PHILOSOPHY.

This course extends over two years and is subject to the regulations for Honor Courses. It is open only to students who have already taken the required work in Psychology and Logic and have therein shown special aptitude for philosophical studies. A knowledge of German, sufficient to enable the student to read German works in Philosophy, will also be required. The following is an outline of the required reading :

THIRD YEAR.

James' Principles of Psychology; Mill's System of Logic; Plato's Theætetus; Grote on Socrates; History of Greece, Vol. 8, Ch. 48; Descartes' Methods and Meditations; Locke's Essay on the Human Understanding; Fraser's Selections from Berkeley; Hume's Treatise on Human Nature, Book I; Murray's Introduction to Ethics.

FOURTH YEAR.

Physiological Psychology as above; Munsterberg's *Beilage zur experimentelle Psychologie*, Heft. I.; Lotze's Philosophy as above; Watson's Selections from Kant; Caird's Philosophy of Kant; Spencer's Philosophy as above; Aristotle's Nichomachean Ethics; Spinoza's Ethics; Green's *Prolegomena to Ethics*.

POLITICAL SCIENCE.

PROFESSOR LE ROSSIGNOL.

ASSOCIATE PROFESSOR HIGLEY.

Instruction in the principles of Civil Government is given in the Preparatory Department. The text-books used are named below, but they serve for little more than to indicate the order in which the various topics are studied. The public is just now especially interested in questions of political economy and in the larger one of sociology. Consequently many books and shorter articles are constantly appearing in the public prints, many of them worthy of the attention of the student who wishes to keep abreast with the progress of thought in these matters. The standard works are, however, carefully studied and the views therein expressed, examined and discussed with approval or dissent.

A right understanding of the questions arising from the subjects connected with this department is regarded as of the highest moment to those who will hereafter become members of the body politic; and no pains are spared to equip them for a right understanding of the social problems in the solution of which they may hereafter be called upon to assist.

Among the periodicals especially to be recommended to the students in this department are *The Forum*, *The N. A. Review*, *The Political Science Quarterly*, and *The Annals of the American Academy of Political and Social Science*. Lalor's *Cyclopedia of Political Science* is at all times accessible. It is the constant aim of the teaching in this department to impress upon students the importance of investigating political and social questions in the light of all the facts bearing upon them, with minds as free as possible from partisan prejudices and preconceived theories.

WINTER TERM.

1. *Political Economy* (required).

Walker's *Political Economy* will be the text-book used and will be supplemented by essays and discussions in class upon the leading economic questions of the day.

Books of Reference—Lalor's Encyclopedia of Political Science; Marshall's Principles of Economics; Articles in the Forum, North American Review, Political Science Quarterly, and other magazines. Four hours a week.

2. Seminary for the study of economic problems. Open to students who have already completed the required work. Subject for '93-'94, The History of Prices in the United States. One hour a week.

SPRING TERM.

3. History of Tariff Legislation in the United States from 1789 to 1890. For advanced students.

Text-books—Taussig's Tariff in the United States.

Books of Reference: Lalor's Cyclopædia; Von Holst, Bancroft, Schouler and Rhodes; Statesman Series, etc.

UNITED STATES HISTORY.

PROFESSOR GORDY.

ASSOCIATE PROFESSOR HIGLEY.

Course I. Epochs in American History. Text Books: Volumes I, II, III of the Epoch Series in American History; The American Statesman Series will be used for reference. This work is obligatory and continues throughout the year.

Course II. History of the Constitution. Text-books: Andrews' Manual of the Constitution. Works of Reference: The Madison Papers; Cushing's Manual; Von Holst's History of the Constitution; The Federalist, and the Constitutional History of the United States by Curtis. This work is elective and is open to all students who have taken Course I. The class will meet twice a week in the Winter Term.

HONOR COURSES.

Junior Year. Jeffersonian Republicanism. Text-books: History of the United States from 1801 to 1817 by Henry Adams. Books to be read: The Writings of Jefferson, Madison, Gallatin,

Fisher Ames; New England Federalism, Annals of Congress, American State Papers, Randolph's Jefferson, Rives' Madison, Adams' Gallatin, together with the Biographies of other leading men of the period. Course I is required as a preparation for this. The class meets twice a week throughout the year.

Senior Year. History of the United States from 1850 to 1860. Text-books: Rhodes' History of the United States. The following works are to be read: Von Holst's History of the U. S., Selections from the Congressional Globe and State Papers; Schouler's History of the United States; the Lincoln-Douglas Debates, the Dred Scott Decision, Wilson's Rise and Fall of the Slave Power; Life and Letters of Francis Lieber; Herndon's Lincoln; Curtis' Buchanan; Schucker's Chase, and the Biographies of other prominent men of the period. The class will meet twice a week throughout the year.

Seminary in United States History: Webster's Speeches or the Dred Scott Decision, as the class may prefer.

PHYSICS AND ELECTRICAL ENGINEERING.

PROFESSOR ATKINSON.

ASSISTANT, MR. YOUNG.

1. *Elementary Practical Physics.*

This course is designed for students in the Classical, Philosophical and Pedagogical courses, of whom one term is required in the Sophomore year. The course consists of a series of physical measurements in the laboratory directed towards imparting clear ideas of the fundamental laws of mechanics, and of general physical processes such as measurements of length, area, volume and mass, specific gravity, tenacity, elasticity; also outlines of the subject of heat. The laboratory work will be supplemented by lectures and recitations on the methods and principles involved. In addition to giving the student familiarity with the principles and methods of physical measurements, particular attention is paid to the training of the senses to accuracy in observation and manipulation, full notes being taken in the

laboratory. Lectures twice a week, laboratory twice a week, of two hours each.

2. *General Physics.*

This course is required throughout the Junior year of the Scientific course, and may be taken as an elective by students in the other courses, provided they have taken those studies required regularly of students in this course. In all cases, unless previously taken, the Junior course in Chemistry must be begun in connection with this work in Physics. No student can enter upon this course until he has completed the mathematics of the first two years of the Bachelor of Science course. Students electing Analytical Mechanics will be excused from the first term of Physics. The instruction is given by means of oral and written recitations with experimental demonstrations. Barker's Physics is used as a text book, but frequent references will be given to works bearing upon the subjects discussed. The first term is devoted to kinematics, dynamics, the conceptions and properties of matter and sound; the second to heat and light, and the third to electricity and magnetism. A portion of each term is spent in the laboratory in finding experimental proofs of the general principles discussed. The object of the course is to give accurate conceptions of the general principles of the science, and to find their bearing on the law of the conservation of energy.

3. *Physical Laboratory.*

A practical laboratory course in heat, light and sound is open as an elective to those who have taken Course 1. Glazebrook and Shaw will be used as a guide. Two times a week, two hours each, for the second term.

4. *Heat.*

Open to those who have taken Course 2. This course is offered as an elective during the second term. Maxwell and Tait will be used as text-books. Two hours a week.

5. *Light.*

Instead of Course 4, and on the same conditions, this course may be elected. Preston's Theory of Light or Tait. Two hours a week for the second term.

6. *Physical Laboratory.*

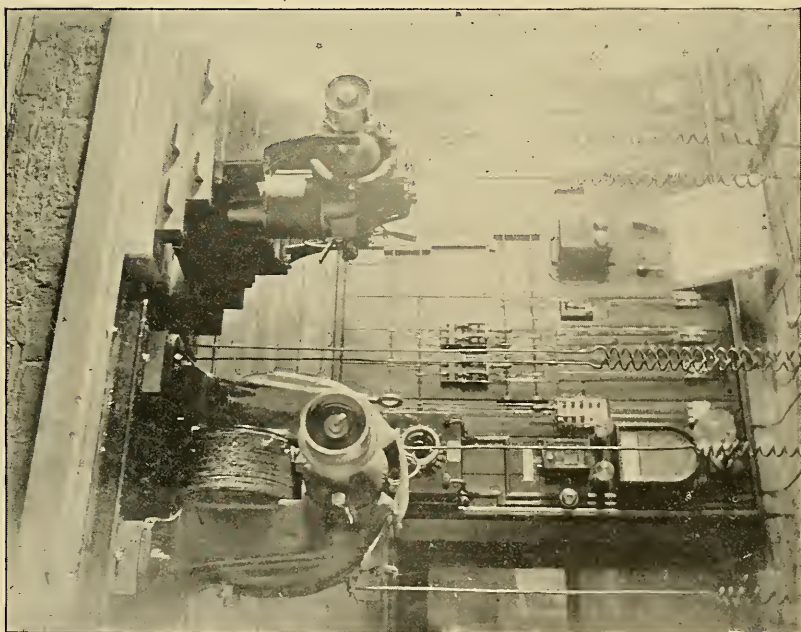
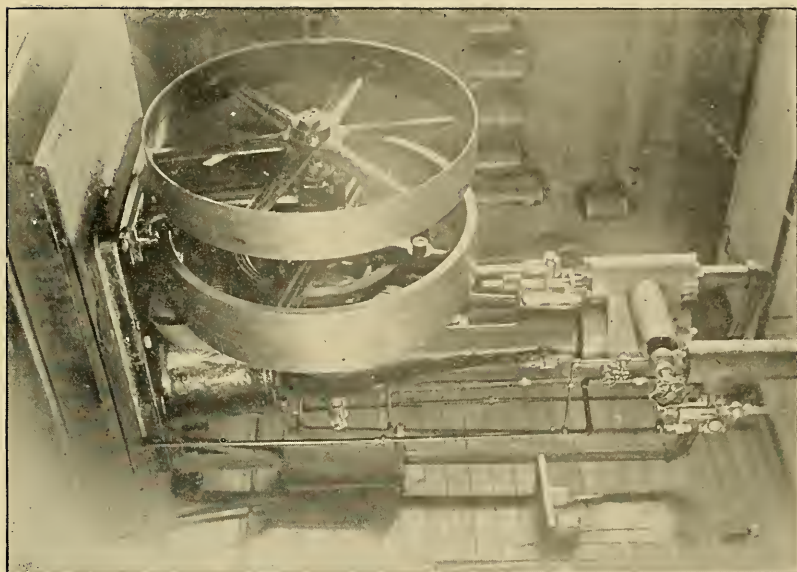
This course is offered during the third term to those who have taken Courses 2 and 3, and consists of exact measurements in electricity and magnetism; for which purpose there is a thoroughly equipped laboratory. Stewart and Gee, Kempe and Ayrton will be used constantly as laboratory references. Three times a week, of two hours each.

ELECTRICAL ENGINEERING.

The rapid development of electricity for the purpose of light and power, and its general introduction into nearly all sections of the country, have created a great demand for men well qualified in this branch of engineering. This profession now offers more inducements to young men, and the chance of rapid promotion is greater than in almost any other field; this condition of affairs will doubtless prevail for many years to come. The thoroughly educated man who combines practical experience with the theoretical knowledge of electricity and magnetism is in special demand, as many of those now engaged in this vocation are but poorly fitted for its duties. The University possesses a model incandescent light plant, used for lighting the buildings and campus, with the design of extending to the student practical training in the construction, operation and care of electrical and steam machinery.

The plant consists of a twelve horse-power automatic engine built by the Racine company, of Wisconsin, a horizontal steel boiler of the latest type, made by the Erie City Iron Works, a Thompson-Houston and a Westinghouse dynamo. This plant also furnishes power to the Westinghouse motor (on the U. S. system), which drives a Gould triplex pump by means of which the University is supplied with water. The switch-board is completely equipped with rheostats and instruments for measuring current and potential. The switches and fittings on the board have been constructed by the students in our own shops. The wiring and general work of installation is done by them as well; they are thus afforded an excellent opportunity to obtain practice in putting in electrical plants.

The electrical profession requires a certain amount of mechanical ability and training in the use of tools and machinery



VIEWS IN THE ENGINE ROOM.

for working both wood and metals. Besides the ordinary carpenter shop, the department is provided with two shops, a metal and wood-working shop. These are supplied with wood and metal working lathes, and an unusually complete outfit of tools, to which additions are being constantly made. As will be seen from the outlined course below, while mastering the use of tools the student is taught the construction of useful pieces of apparatus for laboratory purposes. The ability thus to construct apparatus and machinery, to preserve the proper relations of the several parts in fitting them together, and in overcoming difficulties that may arise in embodying one's ideas, has a high educational value, aside from its practical aspect.

The theoretical portion of the work is indicated below. This includes, also, seminary work with references to the leading treatises on electricity and magnetism and the machinery employed for lighting and power. Periodicals, as the *Electrical Review*, *Electrical Engineer*, *Electrical World*, *Power*, *Scientific American*, *Popular Science News*, *Scientific American Supplement*, *Electric Power*, *Electricity and Engineering Magazine*, are kept on file, and are included in the seminary references. This work is collateral with a series of lectures extending through the year. For the practical plant work each division of those in this course is now on duty one night out of each week. Each engineer is required to keep a record of steam pressure and of the current of each machine at regular intervals. Through the kindness of the Athens Electric Light and Power company, there is cooperation with the city arc light plant, and an additional night of each week is spent in learning its care and operation under competent supervision. Here also steam readings are taken every fifteen minutes, and the amount of coal consumed and water evaporated is measured accurately, and estimate made of the cost in coal per pound of water evaporated; also the amount of coal used per indicated horse-power per hour, and the fuel cost for each lamp that is maintained. The student is thus from the beginning taught to operate an electric light plant both with efficiency and economy.

Requirements: This course is elective as a whole, and it is expected that those electing it unless they have previously taken

a portion of it, shall pursue the course regularly. None will be admitted to the course without sufficient mathematical preparation. The required number of hours must be made up from one of the regular courses. Mathematics is required up to and including Trigonometry, though analytical Geometry, Calculus and Analytical Mechanics are strongly recommended. The Junior courses in Physics and in Chemistry are also required. When the regular electrical course and the above required studies are completed, a certificate will be given showing the character of the work done, and where it is deserved, a recommendation of the student's ability and proficiency in theoretical and practical electricity. The following is an outline of the course as at present constituted; this however, is subject to such changes from time to time as the rapid development of the subject may dictate:

FIRST YEAR.

FIRST TERM.

Electricity and Magnetism. Elementary principles. Two hours a week.

Electric Light Arithmetic. Calculations of resistance and conductance; wiring; fall of potential; batteries. Two hours a week.

Shop Work. Wood turning; metal boring; filing; polishing. Four hours a week.

Free Hand Drawing. Simple geometric solids, one and two views; outlines of simple geometric solids in perspective. Three hours a week.

Plant Duty. Operation of college incandescent and city arc stations. One night a week, each.

Steam. Care and management of steam boilers and engines; lectures. One hour a week.

Seminary. Discussion of leading articles in periodicals. One hour.

SECOND TERM.

Electricity and Magnetism. Lectures with notes and seminary on the general theory of electricity and magnetism. Two hours per week.

Electric Light Arithmetic. Calculations of work and energy; electro-magnets; dynamos and motors. Two hours a week.

Shop Work. Metal turning; bolt cutting; tapping. Four hours a week.

Mechanical Drawing. Simple geometric drawing for accuracy and neatness in the use of instruments; lettering; use of scales. Three hours a week.

Free-hand Drawing. Outlines and shaded studies of geometric solids; single and grouped; outline and shaded studies of vase forms. Three hours a week.

Plant Duty. Operation and care of college and city stations; trimming and testing lamps. One night a week at each station.

Steam. Care and management of steam boilers and engines; lectures. One hour a week.

Seminary. As above.

THIRD TERM.

Electricity and Magnetism. Lectures with notes and seminary on the theory of dynamo-electric machines; direct current. Two hours a week.

Electric Lighting. Lectures and notes on methods of wiring for arc and incandescent lighting; rules and regulations; estimates. Two hours a week.

Shop Work. Simple pieces of apparatus; binding posts; wire connectors; switches, etc. Four hours a week.

Mechanical Drawing. Copying working drawings; descriptive geometry. Three hours a week.

Plant Duty. Care and operation of college and city stations. One night a week each.

Steam. Care and management of steam boilers and engines; lectures. One hour a week.

Seminary. As above.

SECOND YEAR.

FIRST TERM.

Electricity and Magnetism. Lectures with notes and semi-nary on the theory of dynamo-electric machines; alternating current. Two hours a week.

Steam Engineering. General theory of the steam engine; theory and construction of details; dimensions for required power; steam engine indicators, theory and use; valve gears and their adjustment. Two hours a week.

Shop Practice. Construction of simple laboratory apparatus. Four hours a week.

Mechanical Drawing. Boiler and steam engine drawing. Three hours a week.

Plant Duty. Care and partial supervision of college and city lighting stations. One night a week each.

Electric Railway. Recitations. Two hours. Specifications. One hour.

SECOND TERM.

Electricity. Alternating currents of electricity, Kapp. Two hours a week. Or lectures on polyphase currents. Two hours.

Electrical Laboratory. Testing of dynamos and motors for characteristics, efficiency and regulation. Two hours a week.

Shop Work. Small motor and dynamo building; miscellaneous construction work. Four hours a week.

Mechanical Drawing. Working drawings and plan of machinery from models. Three hours a week.

Plant Duty. Care and partial supervision of college and city plants. One night a week each.

THIRD TERM.

Electricity. Lectures with notes on theory of instruments, and absolute measurements in electricity and magnetism. Two hours a week.

Electrical Laboratory. Determination of galvanometer constants; absolute measurements in electricity and magnetism;

internal resistance, polarization and electro-motive force of batteries by the condenser and other methods. Three hours a week.

Mathematical Theory of Electricity. Theory of dynamic electricity. Two hours a week, or

Transmission of Energy. Kapp's electrical transmission of energy. Two hours a week.

Shop Work. Construction of galvanometer and other station testing apparatus. Four hours a week.

Mechanical Drawing. Construction of working drawings from specifications. Three hours a week.

Wiring. Instructions and Rules. Two hours. Plans and specifications. One hour.

It is not possible just now to fix the fees for the elective laboratory work in that department of Physics, but the fee will be nominal in all cases. Those taking the engineering course will be charged a sum not to exceed ten dollars per year. A dollar a term is required of those taking mechanical drawing alone.

Arrangements will be made in case of certain special students whereby a one year's course may be adapted from the above. This special course will be announced in a circular later to be published. Any inquiries concerning it will receive prompt attention.

HONOR COURSE.

JUNIOR YEAR.

First Term.—(a) Physical Laboratory. Mechanics and Properties of Matter, three hours per week. (b) The Conservation of Energy, two hours per week. (c) The Properties of Matter, three hours per week. (d) Modern Views of Electricity.

Second Term.—(a) Physical Laboratory. Light, Heat, and Sound, two hours per week. (b) Theory of Heat, two hours per week. (c) Light, two hours per week. (d) Sound, two hours per week. (e) Mechanical Drawing, or some subject in Direct Currents of Electricity, two hours per week.

Third Term.—(a) Physical Laboratory. Electricity and Magnetism, three hours per week. (b) Shop Practice. Wood and Metal Working, three hours per week. (c) Mechanical Draw-

ing, or some subject in Alternating Currents of Electricity, two hours per week. (d) Electrical Transmission of Energy, three hours per week.

Ten hours of Pure Mathematics must be studied during the Junior Year in addition to the above.

SENIOR YEAR.

The entire Senior Year will be spent upon the mathematical theory of some of the subjects studied in the Junior Year, *e. g.*, the Theory of Heat, of Light, of Sound, and of Electricity and Magnetism, twenty hours per week.

NOTE.—Before entering upon the work of this course, the student is required to have completed the Junior courses in Physics and Chemistry, as prescribed in the Scientific Course, or its equivalent. Evidence of proficiency in these preliminary studies will be rigidly exacted. A reading knowledge of French and German will be indispensable to students taking this course. Students will be required to pass satisfactorily a thorough written examination upon the studies of each term in the Junior Year before he can be promoted into the next.

CHEMISTRY.

PROFESSOR BOWMAN.

In this department the following courses are offered:

Inorganic Chemistry: This course extends over two terms and consists of four laboratory exercises per week, in which the student from the beginning is instructed in the handling of apparatus and the making of experiments, and of one or more reviews per week of the subjects treated in the text-book and the work done in the laboratory, including questions put both to and by the student. Problems in writing are also given out from time to time to make the student familiar with such calculations as the chemist needs. The laboratory work is considered an important part of this course, as being the best means of gaining a clear understanding of the fundamental ideas of chemical science; of the connection between Chemistry and Physics and of general laws regarding the combination of the elements and their inorganic compounds. Incidental mention is also made of the various applications of chemical laws and products to the ends of the

arts, medicine, and manufactures. During the latter weeks of this course, some time is given to the study of the History of Chemistry.

Text-book, Remsen's Introduction to the study of Chemistry (Briefer Course); Venable's Short History of Chemistry.

Recommended for reference, Roscoe and Schorlemmer's Elements of Chemistry, Bloxam's Inorganic Chemistry.

Analytical Chemistry: The work of this course, which will require two terms for its completion, naturally falls into two divisions:

1. Qualitative Analysis, four laboratory exercises per week during one term. After gaining further practice in chemical manipulation and a wider knowledge of the compounds and reactions of the common elements, the student advances to a systematic course in Inorganic Qualitative Analysis. Ores, alloys, mixtures of salts and technical products are examined both in the dry and wet way.

2. Quantitative Analysis, four laboratory exercises per week during one term. In this division a course follows in Inorganic Quantitative Analysis, both gravimetric and volumetric. The composition of ores, minerals, fertilizers, technical products, etc., is determined. At the same time the study of general Inorganic Chemistry is continued during each division of this course, with one or more reviews each week.

Text-books, Eliot and Storer's Manual of Qualitative Chemical Analysis, Appleton's Quantitative Analysis, Remsen's Advanced Course in Inorganic Chemistry.

Recommended for reference, Fresenius' Qualitative and Quantitative Analysis.

Organic Chemistry: The work of this course consists of four laboratory exercises per week for one term. The same method is pursued here as in the study of general inorganic Chemistry, great stress being laid upon the laboratory work. The compounds of carbon are prepared and examined with reference both to their physical properties and chemical relations. There will be one or more reviews each week.

A reading knowledge of German will be helpful to the student in this course.

Text-Books, Remsen's Introduction to the Study of the Compounds of Carbon, Orndorff's Laboratory Manual.

Recommended for reference, Roscoe and Schorlemmer's Elements of Chemistry; Richter's Organic Chemistry, translated by Smith.

In addition to the preceding regular courses, there will also be given opportunities for doing practical work along special lines, e. g., examination of coal, potable waters, illuminating gas, fertilizers and fertilizing materials, food products, etc. Medical students will have a good chance to gain such chemical knowledge and practice as they need.

Graduation in Inorganic Chemistry is required for the B. A., B. Ph. and B. Sc. degrees. Elective work in chemistry may be taken as per prescribed courses. For information concerning the honor course in Chemistry, see elsewhere.

For graduation in the shorter Pedagogical course, see elsewhere.

At the end of a course, a laboratory examination supplemented by a further written or oral examination, will be held, the attainment of the usual grade being required for graduation. A small deposit for breakage must be made before a desk is assigned in the laboratory.

The chemical laboratory embraces a main work-room, store-room, weighing room, lecture hall and private office of the Professor. It is warmed throughout by hot air and water and lighted by electricity; it is well supplied with approved appliances, apparatus, etc. The desks, are furnished with gas, water and all the apparatus and chemicals necessary for practical work. The facilities for table work thus offered are excellent. No labor or expense will be spared to render this department thoroughly efficient and to keep it abreast of the times both in the methods of instruction employed as well as in its general outward equipment.

For summer course, see special circular.

HONOR-COURSE IN CHEMISTRY.

The following "Honor-Course" in Chemistry is offered in lieu of one of the regular collegiate courses, subject to the conditions and limitations above specified for "Honor-Courses." Before taking up this course the student must have completed the course in Inorganic Chemistry, or an equivalent, and if the student, on being admitted to this course, does not already possess a fair reading knowledge of German, he will be expected to acquire such knowledge during his Junior year.

JUNIOR YEAR.

Fall Term. Geology (4), Mineralogy and Crystallography (3), Junior Physics (4), Analytical Chemistry (9).

Winter Term.—Mineralogy and Crystallography (3), Junior Physics (4), Analytical Chemistry (13).

Spring Term.—Junior Physics (4), Analytical Chemistry (16).

SENIOR YEAR.

Fall Term.—Physics, properties of matter (3), Organic Chemistry (17).

Winter Term.—Physics, heat, (3), Organic Chemistry (17).

Spring Term.—Physics, Experimental Electricity (3), Organic Chemistry (17).

The general nature of the work in this course is the same as in the case of the regular courses, the only difference being that it is more extended and the examinations more searching.

MODERN LANGUAGES.

KATE CRANZ, ASSOCIATE PROFESSOR.

Modern Languages are taught from a practical standpoint. Our object is to secure three things; facility in translation at sight, and as wide a range of reading as is possible in the time allowed; some study of the literature of each language; and practice in translation from English into the foreign tongue, with a training of the ear by conversation.

The required work in this department is six terms of German, and three of French, for all students in the Philosophical and

Scientific Courses; and, if elected, three of German or French for all in the Pedagogical Course.

All advance work in German is based on a thorough knowledge of the grammar and an ability to read narrative prose with ease. No abridged method of any kind is used, and all examinations are held in German. The work for the ensuing year is as follows:

PREPARATORY GERMAN.

First Term.—Grammar and written Exercises, five hours per week.

Second Term.—Grammar, two hours per week; Translation, three hours.

Third Term.—Translation, three hours per week; Composition, one hour; Conversation, one hour.

COLLEGIATE GERMAN.

First Term.—Translation, two hours per week; Composition, one hour; Conversation, one hour.

Second Term.—Translation or Reading, five hours per week.

Third Term.—Translation or Reading, five hours.

The preparatory reading will be selected from the following works: Grimm's "Märchen," Hauff's "Märchen," Plönnie's "Prinzessin Ilse," Gellert's "Fabeln und Erzählungen," and Heine's "Gedichte."

For the Collegiate work, selections from the following will be chosen: Goethe's "Reinecke Fuchs," Schiller's "Maria Stuart," Lessing's "Nathan der Weise," Heine's "Die Hartzreise," Schefel's "Ekkehard."

FRENCH.

First Term.—Grammar and Written Exercises, five hours per week.

Second Term.—Grammar, two hours per week; Translation, two hours.

Third Term.—Translation, four hours per week.

ELECTIVES—IN GERMAN:

First Term.—Critical reading of Schiller's Wallenstein; the private reading of selections from German History.

Second Term.—Critical reading of Scheffel's Ekkehard, with the private reading of selections from Modern Fiction.

Third Term.—Critical reading of Goethe's Faust, with the private reading of selections from German Poetry.

ELECTIVES—IN FRENCH:

First Term.—Critical reading of Corneille's Polyeucte, with private reading of Hugo's Ruy Blas.

Second Term.—Critical reading of Hugo's Quatre Vingt-treize, with the private reading of selections from French History.

Third Term.—Critical reading of De Vigny's Cinq Mars, with the private reading of selections from Modern Fiction.

ELOCUTION AND ORATORY.

CATHERINE A. FINDLEY, ASSOCIATE PROFESSOR.

The design of this department is to make good conversationalists, good readers, good speakers. The ideal speaker must not only instruct his hearers, but he must persuade them and move them to action. His power, apart from the importance of his subject, lies in his personal magnetism, which depends largely on the measure of his sympathies. That which the speaker has to impart to his audience of *his personal experience at the time of speaking* persuades his hearers and moves them to action.

The constant effort made in the reading lesson to put ourselves in rapport with the author; to see what he sees and feel what he feels, develops and controls our own imaginative and emotive powers. Our voices and our bodies become instruments of communication between us and our hearers. Now, then, comes the need for training. Believing that the voice is simply a medium for the soul's emotions, we develop it to its greatest extent of power, flexibility and beauty, that it may more powerfully set forth those emotions.

But we do not stop here. There is a language more eloquent than words—the language of the eye, the hand, the plastic form. Nor can these be separated from the voice. When we are stirred to speak, the face lights up, the chest expands, the whole body becomes infused with new life, and speaks a language more eloquent than words.

That master of expression, François Delsarte, spent his life in the study of human nature as exhibited in unconscious action—especially of the Southern nations, who gesticulate more freely than we do—and from that study he deducted a method by which we train the whole muscular system to respond to every change of the soul's emotions.

The course then, will include, in connection with the study of literature, the development of the voice and the training of the form according to the Delsarte method.

First Term.—Physical culture, development of the voice, inflection, phrasing and expressive reading, using Curry's Classic Selections as a text-book.

Second Term.—Development of the voice, articulation and pronunciation, with use of the same text-book.

Third Term.—Æsthetic gymnastics for relaxing, energizing and directing muscular force; gesture begun; the use of a dramatic classic as a text-book.

Fourth Term.—Gesture continued with use of a dramatic classic as a text-book.

Two declamations or orations per term will be required from each student.

An elective consisting of the dramatic rendering of a Shakespearian drama will be offered during the middle term of the Senior year to those who have completed the courses in Literature and Elocution.

VOCAL AND INSTRUMENTAL MUSIC.

MYRTLE STINSON AND LULA C. KING, INSTRUCTORS.

The Board of Trustees have recently added a course in Music without determining precisely what its relation to the other departments should be. This course for the present is as follows:

- a. Chorus and Sight-reading.
- b. Voice Culture.
- c. Piano and Theory.

Under the first, the work is distributed into elementary instruction on the lines and spaces as representing sounds; notes

as representing quantity; the clefs, rhythm, the diatonic major scale. Further lessons in dictation in connection with black-board exercises for the purpose of familiarizing the student with the simplest succession of tones and rhythmic form. Next, the interval system. Here progressive exercises are used in order to familiarize the pupil with the various intervals, and particular attention is given to correct intonation and purity of tone. Finally, the theoretical and practical development of the major and minor scales, followed by exercises in the use of both modes.

With students of the second grade the matter in the first is recapitulated. This is followed by solfeggio exercises in two parts on the compositions of ancient and modern masters. Pupils of the third grade, study three and four part compositions in which special stress is laid on the acquisition of a correct pronunciation of both vowel and consonant sounds.

Under the head of Voice-culture, instruction is given upon the correct position while singing; the position of the mouth, tongue and larynx; the manner of attacking and leaving a note; the manner of forming pure tones in the different registers, and of connecting tones without slurring. Next in order are respiratory exercises in which the pupil is taught how to acquire a long, noiseless and easy breathing by slow inhalations and exhalations. These are followed by exercises in scales, runs, trills and other embellishments. The laws of expression as set forth in the works of old and modern masters are also studied. Last in order is the expression of vowel and consonant sounds. The pupil is taught how to pronounce distinctly without injuring the purity of the vocal tones.

PIANO.

This instrument is studied in the following order :

First Grade.—Doerner's Technical Exercises, Grade 1; Koehler's Studies, opus 151, 157 and 50; Loeschhorn's Studies, opus 84, nos. 1 and 2; Diabelli's Studies, opus 125; sonatinas and easy pieces by Lichner, Spindler, Reinke and Kohler.

Second Grade.—Doerner's Technical Exercises, Grades 1 and 2; Lebert and Stark, vol. 2; Loeschhorn's Studies, opus 66, no. 1; scales, major and minors in thirds and sixths; broken chords

and arpeggios, both major and minor; Studies by Hiller, opus 45 and 46; Sonatinas and the easier pieces of Kullak, Clementi, Kohler and Schorwenka; Brethorn's Rondo in C major and Brethorn's Variations, opus 3.

Third Grade.—Doerner's Technical Exercises, Grades 1, 2 and 3; Kullak's first book of octave studies; Czerny's Velocity Studies; Cramer's Studies; Bach's Inventions in two and three voices; Schuman's Compositions; Mendelssohn's Songs without words, and Sonatas by Mozart and Haydn.

Fourth Grade.—Doerner's Technical Exercises, Grades 1, 2 and 3; Kullak's second book of octave studies; Tausig's Daily Studies; Czerny's Daily Studies; Gradus and Parnassum, by Clemanti; Bach's Well-tempered Clavichord; Mendelssohn's Songs without Words. Finally, Mozart and Beethoven's Concertos together, with compositions by old and modern masters.

All the pupils in this department are required to take the complete course in Harmony contained in class A and B of Broekhoven's System of Harmony. The requirement for the pupils in vocal music is limited to class A. Students' recitals will be given in the college chapel each term, in which all who are qualified will be expected to take part. The value of such practice need not be dwelt on here.

Last year the Faculty of the Ohio University issued a special circular regarding the recently established course in Music. It is deemed best to give it here entire.

The object of this circular is to set forth in brief the course in music that has recently been arranged in this institution. It is planned in the recognition of the fact that music, if properly studied, has an educational value nearly or quite equal to any other branch. Its object is not so much to make skillful players as intelligent judges of good music. The Faculty are aware that this is to study music with a totally different purpose from that generally pursued, but they are thoroughly convinced that this is the only proper and legitimate object to place before students. We wish to attain the most valuable results. Those who desire to become performers will be accommodated as far as possible, but the chief attention of teachers will be directed toward the

attainment of genuine musical culture. The required work in departments as follows:

A Foreign Language.....	540	hours
Mathematics.....	180	"
Physics.....	60	"
Physiology.....	60	"
Psychology.....	60	"
Logic.....	60	"
English Literature.....	180	"
History, Ancient or Modern.....	180	"
History of Music.....	180	"
Musical Composition.....	180	"
Elocution.....	180	"
	1820	"

As about 2,500 hours of class-room work are necessary to a degree this leaves room for some 700 hours of elective work. The degree, the student will receive will be chiefly determined by his electives.

Students who have had three years of lessons on the piano, two per week, and one of theory, or an equivalent, may be excused from all language study in the Preparatory Department. Musical theory shall constitute one study and may be pursued as long as the student desires to do so. Those who take two lessons per week in instrumental music or vocal training may receive credit for 75 hours' elective work per year. A good knowledge of English will be insisted on. Those who attain a sufficient degree of proficiency in music may receive a certificate in addition to their diploma.

Among the text-books used will be Behnke's Mechanism of the Human Voice; Behnke's & Browne's Voice, Speech and Song, and The Child's Voice; Elson's German Song and Song Writers; Fay's Music Study in Germany; Fetis' Music Explained to the World; Goodrich's Music as a Language, and Complete Musical Analysis; Hand's Aesthetics of Musical Art; Upton's Standard Operas, and Oratorios; Biographies of the Great Musicians by

Nohl and by Hueffer; Ritter's History of Music; Musical Acoustics by Broadhouse; Grove's Dictionary of Music and Musicians, etc.

A comparison of the above course with any other in the country will show that it is surpassed in excellence and thoroughness by none and equalled by few. Those who complete it will not only have an intelligent comprehension of music both in itself and its relation to the other arts of civilization but will possess an excellent education in addition. A musical literary club meets once in two weeks for the study of the literature and history of music.

DRAWING AND PAINTING.

SARAH STINSON, ALICE J. PILCHER, INSTRUCTORS.

It is the aim of this department to give a practical knowledge of art, and to lead pupils, through the cultivation of their observing powers, to an appreciation and love of the beautiful as found in nature and as expressed in the handiwork of man. As form-study and drawing furnish the foundation for this course of instruction, special attention is given to that part of the work. No pupil will be allowed to take painting who has not had at least three terms of drawing. Charcoal is the medium chosen, and all drawings must be made from the object. Pencil and pen and ink may be used in the advanced grades. Instruction in out-of-door sketching will be offered during the spring term to those who have completed five terms in charcoal drawing.

The course of instruction is as follows:

DRAWING.

First Grade—(1) Outlines from geometrical solids. (2) Shaded studies from geometrical solids. (3) Outlines and shaded studies from still life. (4) Outlines and shaded studies from features.

Second Grade—(1) Outlines from elementary blocked heads. (2) Detached features of the face, hands and feet in outline. (3) Detached features of the face, hands and feet shaded.

Third Grade—(1) Outlines from advanced blocked heads. (2) Masks in outline. (3) Masks shaded. (4) Busts in outline and shaded the size of the original.

Fourth Grade.—(1) Outline from life. (2) Shaded studies from life.

PAINTING.

First Grade.—Still life objects, single and in groups.

Second Grade.—Still life and draperies.

Third Grade.—(1) Studies from nature. (2) Studies from life.

STENOGRAPHY, TYPEWRITING AND COMMERCIAL
BRANCHES.

MABLE K. BROWN, B. PH., AND CHARLES M. COPELAND, IN-
STRUCTORS.

Owing to a large demand for this kind of instruction arrangements have been made with efficient teachers in these branches to take charge of this work. For the present, however, their departments form no portion of the regular courses of study. But this department affords excellent opportunities for practice in spelling and English composition in addition to the purely technical work. It ought not to be necessary to urge upon young people the importance of proficiency in these subjects. Those who can neither spell nor write correctly ought first of all to overcome these defects for upon their success in this regard their success as bookkeepers and stenographers largely depends. Generally speaking, it requires about a year for students of average ability and attainments to acquire the proficiency that will entitle them to receive our certificate. Time, however, is not an important factor; we look to results attained. This department furnishes an excellent opportunity for young people to acquire the elements of an English education while they are gaining a thorough knowledge of the commercial branches. Those who have a business career in view can not do better than avail themselves of it.

PREPARATORY DEPARTMENT.

ELI DUNKLE, A. M., PRINCIPAL.

This department is designed to prepare students for the regular courses of the college. Students are also received who wish to pursue elementary studies, even though they may have no intention of entering upon one of the higher courses.

Candidates for admission to this department must furnish satisfactory evidence of good character, and must pass examination in Geography, Arithmetic as far as percentage, English Grammar as far as syntax, and all studies of the courses lower than those which they wish to pursue. Much of the instruction is given by the regular college professors.

Persons who have certificates from county examiners in Ohio will be admitted without examination in the subjects named in the certificates. But students who expect to graduate from the Normal Department, must give evidence that they are thoroughly familiar with the common school branches. Opportunity is offered every term for reviewing some or all of these. Additional information of interest to those who contemplate entering this department will be found in other parts of this catalogue.

SUMMER TERM.

Experience has shown that a considerable number of young persons desire to profit by such opportunities for instruction as can be offered during the months of July and August. Accordingly, a summer term will begin July 1, 1895, and continue six weeks. For this term the tuition will be six dollars, or for less than the entire term, one dollar per week. Most of the classes in the Preparatory Department, but especially those in the common branches, will be organized during this term and will receive the same attention as during the rest of the year. Those students who have done advanced work or propose to do so, but who feel the need of reviewing the elementary branches will do well to avail themselves of this opportunity. Students who desire to pursue advanced subjects during this term will be accommodated as far as possible; and will receive credit for them in the same manner as if taken at any other time of the year. For further particulars address

THE PRINCIPAL.

Alumni Association.

Constitution.

ARTICLE I. This Association shall be called the "Alumni Association of the Ohio University."

ART. II. The Officers of the Association shall be a President, Vice President, Secretary, Treasurer, and an Executive Committee, consisting of three members, to be chosen annually.

ART. III. The annual meetings of this Association shall be held in connection with the Commencement exercises of the University.

ART. IV. The object of this Association shall be to cultivate fraternal relations among the Alumni of the University, and to promote the interests of our Alma Mater by the holding of social reunions, by literary exercises, or by such other means as the Association may, from time to time, deem best.

ART. V. Any member of the Faculty, and graduate of the University, also any one who has spent three years in the college classes of the University, and has been honorably dismissed, may, by the payment of one dollar and the signing of the Constitution, become a member of this Association.

ART. VI. This Constitution may be altered or amended at any annual meeting, by a vote of two-thirds of those present at such meeting.

ART. VII. *Amendment.* The members of this Association shall each pay into its treasury an annual fee of one dollar, and the sum so paid shall be expended in defraying the expenses of the annual reunion.

Officers.

MISS MAGGIE BOYD, *President*, Class of '73.

D. J. EVANS, A. M., *Vice President*, Class of '71.

H. E. DICKASON, *Secretary and Treasurer*, Class of '77.

Executive Committee.

PROFESSOR DUNKLE, Class of '77.

PROFESSOR EVANS, Class of '71.

T. R. BIDDLE, M. D., Class of '91.

E. J. JONES, ESQ., Class of '73.

L. M. JEWETT, ESQ., Class of '61.

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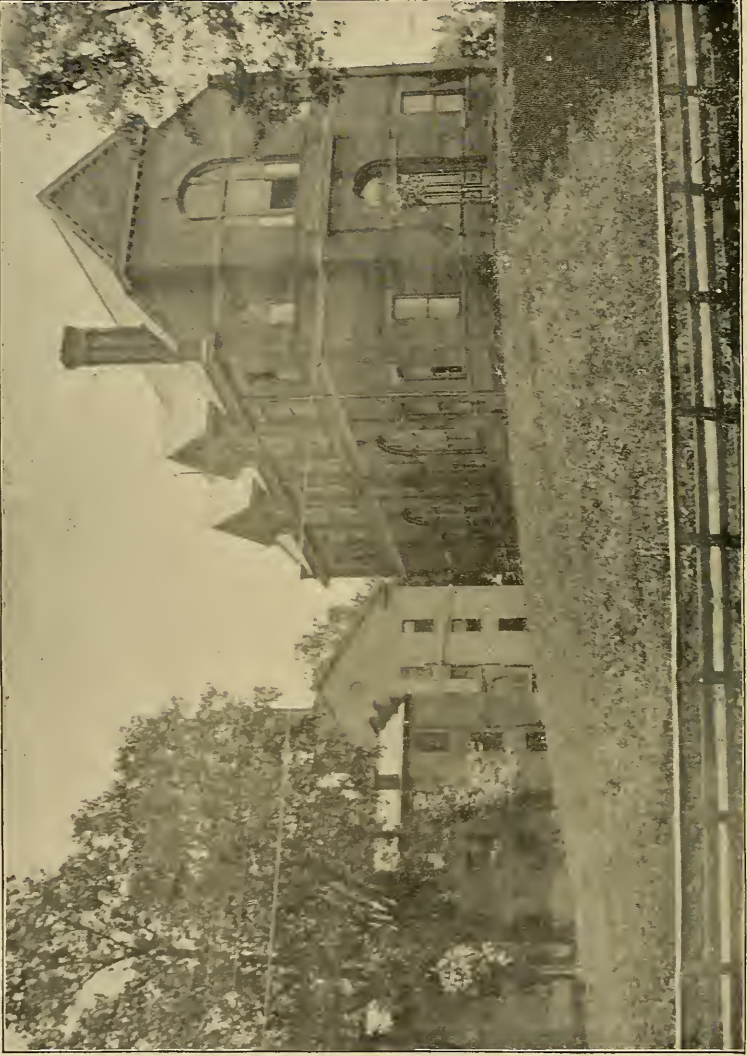
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Supplement
to the
General Catalogue
of the
...Ohio University...
Embracing a
Brief Record of the Institution
from
1885 to 1895.

ERRATA.

The following errata have been pointed out to us in the last General Catalogue: The figures 1836 should be inserted between the names of William McElheny and Edgar T. Brown on page 82. The name of Francis L. Henry was omitted from the class of 1876, and that of A. H. Gunnett from its place in the alphabetical list on page 105.



WEST WING, MAIN BUILDING AND CHAPEL.

Preface.

The aim and purpose of the founders of the Ohio University was the establishment of an institution that should provide for the youth of the country the means of obtaining a liberal education. To this end the work it has done in the ninety years of its existence has been steadily directed. And it is not too much to say that it has been eminently successful so far as its means have permitted. No attempt has been made to establish purely technical or professional courses. On the other hand, the physical and biological sciences and the modern literatures have gained recognition as well as an honorable place in its courses of study as rapidly as their growing importance has made it advisable. Within the last several years the teaching profession has obtained a conspicuous place in its curricula and has to a greater or less extent modified them all. It is one of the very few colleges in the country that gives prominence to the fact that the knowledge of the prospective teacher should not be less than that which is intended as a preparation for any other profession, while at the same time it imperatively demands the introduction of some subjects peculiar to itself. Purely technical studies have been but sparingly admitted, and these chiefly in the Preparatory Department. The collegiate courses in their earlier portion do not differ materially from each other or from those that have formed the basis of a liberal education during the last four centuries; but it has been found possible and deemed advisable to make a place for the newest subjects in the form of electives in the later portions in order to satisfy all the demands of those who have in view any of the learned professions. It is therefore confidently believed that within the limits it has set for itself, the Ohio University provides the means of gaining a liberal education as thorough as any institution in the country.

Preliminary Remarks.

The last General Catalogue of the University was printed in 1885. As the edition was large a considerable number of copies have not yet been distributed. It seemed unnecessary therefore, to repeat the historical information therein contained, and it is proposed in the present volume to give only the more important events connected with the University occurring during the last ten years. This plan is the more justifiable as it is expected that a full history of the University from its inception, including much matter not yet printed, will be published about the close of the present century. But it will be proper to state here what a comparison of this catalogue with its predecessor of ten years ago will demonstrate, that these years have been characterized by a remarkable growth and expansion of the University. This has been made possible by the more liberal policy of the State in providing funds for its support. In certain directions it has been able to keep pace with the educational needs of the times, and it is entirely safe to say that for many kinds of undergraduate work its equipment is not surpassed by that of any institution in the state, and equalled by few. While its friends can never hope to make it a university in the full sense of the term, it is reasonable to expect that it will be able to maintain university rank in a few departments.

In the course of the decade ending with '95, more than one hundred persons have received diplomas in evidence of having completed one of the regular college courses. To equal this record requires almost the two preceding decades. While numbers do not themselves indicate real growth, it is safe to say that the amount of work represented by the later degrees is much in advance of that represented by the former. This statement may be made while freely admitting that a degree stands for a mini-

num of work done, and not a maximum, and that there have always been students whose attainments at graduation were more or less in excess of a fixed standard.

During the last several years more than fifty students have received certificates showing that they have completed the shorter pedagogical course, or one of the other courses in the Preparatory Department. In view of the competition among schools of all grades and the general increase of their resources, to say nothing of new institutions and added courses in the older ones, the friends of the Ohio University have no reason to be ashamed of the record it has made. And this may be said both with reference to the work of its students while in college or their achievements in the sphere of practical life.

It is also proper to say that during the past several years there have always been a few students in attendance who were doing post-graduate work.

The alumni record is unfortunately less complete than we tried to make it. Though but a few years have elapsed since a considerable number of them have graduated, we could not ascertain definitely the location of several, and, of course, any further information was out of the question. It is known, however, that some of the smallest classes are already scattered far and wide. In some cases the postoffice address is given from the best evidence attainable. The necrology is believed to be fairly complete, though in a number of cases definite dates are lacking. It is not deemed advisable to wait longer before going to press. We have done the best we could to attain completeness and regret any omissions that may have occurred.

Necrology.

TRUSTEES.

John Welch was born in Harrison county, Ohio, October 29, 1805. By alternate teaching and studying he managed to complete the course at Franklin College, from which he graduated in 1825. He subsequently removed to Athens where he was admitted to the practice of law in 1833. In 1845 he was elected to the State Senate and in '50 to Congress. In 1862 he was elected Judge of the Court of Common Pleas. Three years later he was appointed to the Supreme Bench to succeed Judge Ranney who had resigned. He was elected and re-elected, so that his service in this capacity lasted thirteen years. He was appointed Trustee of O. U. in 1848, which position he held at the time of his death August 5, 1891.

Valentine B. Horton was born in Windsor, Vt., January 29, 1802. In 1833 he removed to Cincinnati and in 1835 to Pomeroy, where he engaged in mining and manufacturing. He was a member of the State Constitutional Convention in 1850 and for two terms, 1855-59, a member of Congress; was again elected to Congress in 1861. He was appointed a Trustee of the O. U. in 1844. He died January 14, 1888.

John Hancock was born February 25, 1825, near the home of General Grant in Clermont county. He began teaching in 1843 and spent his entire life as a teacher and educator. When about twenty-five years of age, Mr. Hancock was appointed to a position in the public schools of Cincinnati. He was engaged in educational work in that city until 1867, when he was elected to the superintendency. This position he held until 1874. The next ten years he was superintendent in Dayton, Ohio. In 1885 he was placed in charge of the schools of Chillicothe, which position he retained until 1889, when he took charge of the office of

State School Commissioner, to which he had recently been elected. This position he held at the time of his death June 2, 1891. He was appointed Trustee of the O. U. in 1877.

W. W. Johnson was born in Muskingum county, Ohio, August 17, 1826. He was admitted to the bar in 1852. In 1858 he was elected to the Common Pleas Bench which post he held for fifteen years almost consecutively. In 1876 he was appointed a member of the Supreme Court Commission, and at the expiration of his term was elected a Judge of the Supreme Court. He was appointed Trustee of the O. U. in 1868, which post he held at the time of his death, March 2, 1887.

William P. Johnson was born in Athens county, Ohio, September 21, 1824. Beginning with 1837 he was for some time a student in the O. U. In 1847 he graduated from the Louisville Medical College. During the Rebellion he was a surgeon in the army for over three years. He was a member of the Ohio Legislature for three terms. At the expiration of his last term of office, he returned to Indiana where he resumed the practice of his profession in connection with Dr. Allen of the National Surgical Institute. He was appointed a trustee of the O. U. in 1864, which position he held until the time of his death, October 20, 1889.

John E. Hanna was born in Westmoreland county, Pa., December 19, 1805. He removed to Harrison county, Ohio, when ten years of age. In 1825 he located in McConnellsville where he resided the remainder of his life. He was a member of the State Legislature in 1838 and 1839. In 1840 he became Presiding Judge of the Eighth Judicial District. This position he held until 1847. He was appointed Trustee of the O. U. in 1854, which position he retained at the time of his death.

Hon. A. G. Brown died January 2, 1892. See class of 1822.

Henry T. Brown was born in Athens, November 11, 1826. After having received his education at the Ohio University he read law, was admitted to the bar in 1850, and immediately formed a partnership with his father, the late A. G. Brown. For forty-two years he was engaged in the practice of his profession. During the war of the Rebellion he went out with the 141st Regt. O. N. G. as first lieutenant and regimental quartermaster. He

was appointed Trustee of the Ohio University in March, 1892, and died July 28, of the same year.

ALUMNI.

- Dr. Elisha Ballantine, died April 20, 1886.
Henry Bauman died at Newport, Ky., April 15, 1892.
Judge A. G. Brown died January 2, 1892.
R. R. Brown died at Los Angeles, Cal., November 4, 1893.
Philander Cable died May, 1886.
Charles H. Collier died March 19, 1891.
Alban Davies died January 21, 1892.
David G. Devore died November 26, 1894.
William D. Emerson died January, 1891.
Judge E. A. Guthrie died June, 1893.
Dr. Charles C. Hildreth died August 11, 1889.
Timothy Howe died February 11, 1887.
Timothy Winter Howe died December 22, 1891.
William S. Hudson died ———
Rev. H. A. Hunter died ———
Rev. Amos Miller died August, 1886.
George G. Parker died November, 1891.
Dr. E. P. Pratt died March 29, 1886.
James W. Sands died May 2, 1893.
William Scott died January, 1886.
William P. Skinner died April, 1886.
Jasper A. Smith died April 29, 1889.
Ames de Steiguer (Welles) died April 14, 1893.
Corinne Super (Stine) died May 1, 1894.
C. P. Taylor died March 6, 1888.
John N. Templeton died ———
Dr. Joseph McDowell Trimble died May 7, 1891.
Hon. Carey A. Trimble died May 4, 1887.

Alumni Record.

1885.

William A. Hunter, Portsmouth, Ohio; Clergyman. Born May 24, 1862, in Jackson county, Ohio. Matriculated 1878; Ph. M. 1888. Member of Ohio M. E. Conference, 1887; Missionary to Utah 1888-91; Student in Garrett Biblical Institute, Evanston, Ill., 1891-3.

Adelaide C. Coe (Mrs. E. B. Skinner), Madison, Wis. Born Sept. 23, 1860, in Vinton county, Ohio. Matriculated 1881; Assistant in High School, Pomeroy, Ohio, 1885-6; Principal High School, Wellston, Ohio, 1887-8; Professor of History and English Literature, Amity College, College Springs, Iowa, 1888-91.

1886.

William Edgar Bundy, Cincinnati, Ohio; Lawyer. Born in Jackson county, Ohio, October 4, 1866. Matriculated 1880; Editor of the *Wellston Argus*, 1886; A. M. 1889; LL. B. Cincinnati Law School, 1889; Secretary Cincinnati Board of Elections, 1889; Village Solicitor, Norwood, 1891; Commander-in-Chief Sons of Veterans, U. S. A., 1894.

Thomas Bruce White, Middleport, Ohio; Clergyman. Born at Vanceburg, Ky., March 3, 1854. Matriculated 1881; Member Ohio M. E. Conference 1886 —.

Ella May Kirkendall (Mrs. W. A. Hunter), Portsmouth, Ohio. Born December 2, 1863, Dawkins Mills, Ohio. Matriculated 1881; Teacher in Colorado and Utah 1887-90; Student in Conservatory of Music, Evanston, Ill., 1891-3.

Lizzie Carl McVay (Mrs. L. M. Gillilan), Salt Lake City, Utah. Born April 14, 1863, at Athens, Ohio. M. Ph. 1889;

Athens, Ohio, Public Schools 1886-7; Utah M. E. Mission 1887-94; Matron Davis Hall Salt Lake Seminary 1893-4.

James F. Kirkendall, Fruita, Col.

1887.

Thomas W. Dick. Matriculated 1882; A. B. 1887. Born at Somerset, Ohio, November 19, 1861. With the W. B. Conkey Company, Chicago, Ill.

Charles Henry Higgins, Louisville, Ky.; Physician. Born at Athens, Ohio, October 3, 1863. A. M. 1890; M. D. Southwestern Homœopathic College, Louisville, Ky., 1895.

1888.

Albert Leonard, Binghamton, N. Y. Born at Logan, Ohio, December 21, 1857. Matriculated 1879; A. M. 1891; Ph. D. Hamilton College, 1894; Principal High School, Dunkirk, N. Y., 1888-93; Principal High School, Binghamton, N. Y., 1893—; Associate Editor Journal of Pedagogy 1887-91; Editor Journal of Pedagogy 1891—.

Elmer Addison Dent, Windsor Locks, Conn.; Clergyman. Born in Dover township, Athens county, Ohio, November 30, 1861. Matriculated 1884; Ph. M. 1891; B. D. Yale Divinity School 1891; S. T. B., Boston University School of Theology 1892; Member New York East Conference, Methodist Episcopal Church, 1892; Pastor at Unionville, Conn., 1890-92; Pastor at Windsor Locks, Conn., 1893-4.

H. C. Adams, 2258 Parkwood avenue, Toledo, Ohio. Born at Monroeville, Ohio, December 25, 1860. A. B. 1888; Principal Toledo High School. Admitted to the bar 1895.

John S. Carlton, Big Plain, Ohio; Physician. Born at Coolville, Ohio, August 30, 1868. Matriculated 1882; A. B. 1891; M. D. with honors at Starling Medical College, Columbus, Ohio, 1893.

Calvin Humphrey, Pittsburg, Pa.

A. Ellsworth Price, Attorney-at-Law, Nelsonville, O.

Lawrence G. Worstell, Attorney-at-Law, Athens, O.

Anna R. Barton, Spokane Falls, Wash.

Ernst Brown Skinner, Teacher, Madison, Wis. Born December 12, 1863, in Perry county, Ohio. Matriculated (Prepar-

atory Department 1883) Collegiate Department 1884; A. B. 1888; Professor of Mathematics and Political Science in Amity College. College Springs, Iowa, 1888-91; Scholar in Mathematics Clark University, 1891-92; Instructor in Mathematics University of Wisconsin 1892—.

George W. Reed, Salt Lake, Utah; Teacher. Born in Tuscarawas county, Ohio, February 20, 1863. Matriculated 1883; Principal Normal Department, Salt Lake Seminary, 1888-9; Superintendent Public Schools Del Norte, Col., 1889-93; Teacher of Mathematics, Salt Lake City High School, 1893—.

Edith J. Woodruff (Mrs. E. D. Sayre), Athens, Ohio. B. Ph. 1888; Teacher in Athens Public Schools 1889-90; Instructor in Mathematics Elizabeth College, Marietta, Ohio, two years.

1889.

James M. Hall, Fremont, Ohio. Superintendent Schools at Ottawa, 1889-91; Superintendent Schools, Woodsfield, 1891-3; Law Student.

Mabel K. Brown, Athens, Ohio; Teacher. Ph. B. 1889; Teacher in Athens Public Schools 1890-1; Assistant, Mt. Vernon High School, 1891-2; Instructor in Stenography, O. U., 1893—.

J. Cross Thomas, Ironwood, Mich.

Gladys H. McVay (Mrs. Edward Skinner), Wilkinsburg, Pa.

Lenore P. Michael (Mrs. L. G. Worstell), Athens, O.

1890.

L. Wallace Hoffman, Warwick, N. Y.; Teacher. Born July 28, 1865. Matriculated September 1, 1886; Principal Brookfield Academy, Brookfield, N. Y., 1891-93; Principal Warwick Institute, 1893—.

Herbert Russell McVay, Somerset, Ohio. Born at Hibbardsville, Athens county, Ohio, April 14, 1865. Superintendent Schools Frazeyburg, Ohio, 1891-92; Superintendent Schools Somerset, Ohio, 1892-95.

John M. Johnson, Teacher, Fort Worth, Texas.

Sidney H. Johnson, Trimble, Ohio.

Daniel W. McGlenen, Dalton, Ohio.

Ralph P. Dowd, Physician, Dewey, Ill.

1891.

Frances Johnson Norton (Mrs. S. C. Price), Mt. Clemens, Mich.; Teacher. Born June 12, 1869. Matriculated 1885; B. Ph. 1891; Teacher in City Schools, Athens, Ohio, 1892-3; Assistant Teacher, High Schools, Mt. Clemens, Mich., 1893-5.

Samuel Cheney Price, Mt. Clemens, Mich., Teacher. Born at Urbana, Ohio, Oct. 10, 1867. Matriculated 1884; A. B. 1891; Principal High School, Minooka, Ills., 1891-2; Principal High School, Mt. Clemens, Mich., 1892-5; Superintendent City Schools, Mt. Clemens, Mich., 1895—.

Charles M. Carrick, LaGrange, Ohio, Teacher. Born at Berlin, Jackson county, Ohio. Matriculated 1886; A. M. 1894. Superintendent Schools, Greenwich, Ohio, 1891-92; Superintendent Schools, La Grange, Ohio, 1892-95.

William Alfred Westervelt, Williamsport, Ohio, Physician. Born at Columbus, Ohio, August 21, 1870; Matriculated 1888; A. M. 1894; Demonstrator of Chemistry at the Medical College of Indianapolis, 1891-93; Ambulance Surgeon of the Indianapolis City Dispensary, 1893-94; Assistant Surgeon 17th Infantry, O. N. G.

Thomas Jenkins, B. Ph. At present Assistant Superintendent of the *Chautauqua Century Press*.

Lewis McClellan Gillilan, Salt Lake City, Utah. Teacher. Born at Jackson, Ohio, May 27, 1863; Matriculated 1884; Utah M. E. Mission 1891-94; Principal Salt Lake Seminary 1893-94; Salt Lake City Public Schools 1895—.

Hattie M. Hines, Teacher, Athens, Ohio.

T. Rollen Biddle, Physician, Athens, Ohio.

Albert A. Atkinson (see Faculty).

Charles F. Blake, Physician, Baltimore, Md.

Jas. C. McMaster, Middleport, O.

1892.

H. R. Higley, Kearney, Neb. Born September 3, 1865, Meigs county, Ohio. Matriculated 1888; Professor of Mathematics and Science, Platte Collegiate Institute, Kearney, Neb.

Horace M. Conaway (see Faculty).

Brewster O. Higley (see Faculty).

Shepherd S. Humphrey, Coolville, Ohio.

Wesley B. Lawrence, Athens, Ohio.

Carrie A. Mathews, Athens, Ohio.

Dudley W. Welch, Athens, Ohio.

Frank H. Roberts, Danville, Ohio.

Charles R. Schneider, Huntington, W. Va.

John A. Shott, Professor of Natural Science, Lebanon Valley College, Annville, Pa.

Corinne E. Super (Mrs. W. M. Stine), deceased.

Morris A. Henson, McArthur, Ohio. Born in Hocking county, Ohio, February 11, 1864. Matriculated 1888; Superintendent of Schools, McArthur, Ohio.

1892.

Anna Pearl MacVay, Athens, Ohio; Teacher. Born near Athens, November 12, 1871. Matriculated 1887; A. B. 1892. Principal High School, Wellston, Ohio, 1890-91; Principal High School, Ashtabula, Ohio, 1892-95; State High School Life Certificate, 1893.

John E. Snow, Chicago, Ill.; Teacher. Born in Athens county, Ohio, April 4, 1866. Matriculated 1886; B. S. 1892; Assistant in Chemistry at O. U., 1892-93; Assistant Professor of Physics and Electrical Engineering 1893-94; Assistant Instructor in Electrical Engineering at Armour Institute, Chicago, 1894—.

Fred. W. Bush, McConnelsville, Ohio; Teacher. Born at Renrock, Ohio, 1867. Matriculated 1887; Principal High School, McConnelsville, Ohio, 1892-95; Clerk Board of Examiners, Morgan county.

George Parker Ginn, Buchtel, Ohio; Teacher. Born at New England, Ohio, January 4, 1868. Matriculated 1888; Superintendent Schools, Buchtel, Ohio, 1892-95.

Charles Ephraim Westervelt, Columbus, Ohio; Lawyer. Born at Clintonville, Ohio, October 24, 1871. Matriculated 1888; A. M.; Holder of Scholarship in English Literature O. U. 1892-3; LL. B. Cincinnati Law School, 1895.

Howard K. Holcomb, College Springs, Iowa; Teacher. Born in Perry county, Ohio, August 14, 1868. Matriculated

1887; Instructor in Commercial Law and Book-keeping, Amity College, Iowa, 1892-94; Professor Natural Sciences, Amity College, 1894-95.

1893.

Charles Sawyer Ashton, Bryant, S. D.; Born at Williamsburg, Ohio, May 20, 1870. Matriculated 1892; Ph. B. 1893; Principal Public School, Bryant, S. D., 1893-5; Editor *Hamlin County School Journal*, Bryant, S. D., 1894-5.

Bertha Wallace MacVay. Born May 18, 1869. Matriculated 1885; Teacher in Nephi Seminary, Nephi, Utah, 1891-2; Teacher of Latin and Mathematics in East Liverpool High School, 1894-5.

Samuel K. Mardis; Teacher. Spent youth on farm; attended private school taught by Rev. Dr. W. Jesse Kinsley, New Comerstown, Ohio. Taught five terms in ungraded schools; attended Denison University two years. Superintendent Public Schools Gnadenhutten, Ohio, 1879-91. Declined unanimous reelection to complete college course, and entered Junior class, Ohio University, 1891; President Eastern Ohio Teachers' Association 1891; B. Ped. 1893; Superintendent Gnadenhutten School 1893; B. Ph. 1894.

Fred E. C. Kirkendall, Bourneville, Ohio. Born September 12, 1870; B. S., 1893; Post Graduate Student, 1893-4; Principal Twin Township High School, 1894—.

Alvin D. Bargus, Collins, Ohio.

Clyde F. Beery, Akron Ohio.

Catherine S. Burns (see Faculty).

Geo. A. Elliott, Nashport, Ohio.

John W. Ginn, Hanging Rock, Ohio.

Grace Grosvenor, Athens, Ohio.

M. Wesley Hensel, Blissfield, Mich.

William H. Hyde, Collins, Ohio.

William B. McPherson, Jasper, Ohio.

Charles G. Mathews, Athens, Ohio.

Ellen Jane Ryan, Athens, Ohio.

Harry G. Stalder, Athens, Ohio.

Elisha A. Tinker, Austin, Ohio.

Lon C. Walker, Lincoln, Neb.

Howard A. Wolford, Shinrock, Ohio.

John W. Jones, Superintendent of Schools, Manchester, Ohio.

1894.

J. A. Harlor, Kearney, Neb. Born October 24, 1869, in Pick-away county, Ohio. Matriculated 1888; Teacher of History and Latin at Platte Collegiate Institute, Kearney, Neb.

Emmet E. Baker, Athens, Ohio.

Harley H. Haning, Athens, Ohio.

Thomas A. McFarland, Zaleski, Ohio.

Lawrence E. Armstrong, Henning, Teun.

Walter J. Bothwell, McArthur, Ohio.

Samuel K. Mardis, (see 1893).

Llewellyn D. McGinley, Friar's Point, Miss.

Charles Brookover, Eureka, Kan.

Geo. W. DeLong, Superintendent of Schools, Corning, Ohio.

Jas. W. Fowler, Superintendent of Schools, New Lexington, Ohio.

Stephen A. Douglas, Mooresville, Texas.

Degrees Conferred in Course.

BACHELOR OF ARTS.

1886.

William E. Bundy.

1887.

Thomas W. Dick,

Charles H. Higgins.

1888.

Harry C. Adams,
John S. Carlton,
Calvin Humphrey,
Albert Leonard,

A. Ellsworth Price,
George W. Reed,
Ernest B. Skinner,
Lawrence G. Worstell.

1890.

Ralph P. Dowd,

John M. Johnson.

1891.

Charles M. Carrick,
Hattie M. Hines,

Lewis M. Gillilan,
Samuel C. Price,

W. Alfred Westervelt.

1892.

Horace M. Conaway,
Shepherd S. Humphrey,
Wesley B. Lawrence,

Carrie A. Mathews,
Anna Pearl McVay,
Dudley W. Welch,

Charles E. Westervelt.

1893.

Katherine S. Burns,
George A. Elliott,

John W. Ginn,
M. Wesley Hensel,

William B. McPherson.

1894.

Emmet E. Baker,
Harley H. Haning,

Joseph H. Harlor,
Thomas A. McFarland.

BACHELOR OF PHILOSOPHY.

1885.

Addie C. Coe, William A. Hunter.

1886.

Lizzie C. McVay, Ella M. Kirkendall,
James S. Kirkendall.

1888.

Anna R. Barton, Edith J. Woodruff,
Elmer A. Dent.

1889.

Mabel K. Brown, Gladys H. McVay,
Lenore P. Micheal, James M. Hall,
J. Cross Thomas.

1890.

L. Wallace Hoffman, Daniel W. McGlenen,
Herbert R. McVay, Sidney H. Johnson.

1891.

Albert A. Atkinson, Thomas Jenkins,
T. Rollen Biddle, James C. McMaster,
Charles F. Blake, Frances J. Norton.

1892.

George P. Ginn, Frank H. Roberts,
Brewster O. Higley, Charles P. Schneider,
Howard K. Holcomb, John A. Shott,
Corinne E. Super.

1893.

Charles S. Ashton, William H. Hyde,
Alvin D. Bargas, Bertha W. McVay,
Grace Grosvenor, Ellen J. Ryan,
Harry G. Stalder.

1894.

Lawrence E. Armstrong, Samuel K. Mardis,
Walter J. Bothwell, Lewellyn D. McGinley.

OHIO UNIVERSITY.

BACHELOR OF SCIENCE.

1886.

Thomas Bruce White.

1890.

Ira C. Adams.

1892.

Homer R. Higley,

John E. Snow.

1893.

Charles G. Mathews,

Lon C. Walker.

BACHELOR OF PEDAGOGY.

1892.

Fred W. Bush,

Frank H. Roberts,

Morris A. Henson,

Charles R. Schneider,

Charles E. Westervelt.

1893.

Clyde F. Beery,

Fred E. C. Kirkendall,

Samuel K. Mardis.

1894.

Howard A. Wolford,

Charles Brookover,

John W. Jones,

George W. DeLong,

Elisha A. Tinker,

James C. Fowler,

Stephen A. Douglas.

MASTER OF ARTS, IN COURSE.

1885.

Edmond P. Young, class of 1882.

Mary Ames de Steiguer, class of 1879.

1886.

Thomas M. Ricketts, class of 1880.

William D. Porter, class of 1882.

1887.

Henry Humphrey, class of 1884.

George E. DeSteiguer, class of 1884.

1888.

Daniel Johnson, class of 1884.

Josiah W. Lash, M. D., class of 1875

1889.

Joseph C. Corbin, class of 1853.

William E. Bundy, class of 1886.

1890.

Charles H. Higgins, class of 1887.

1891.

Harry C. Adams, class of 1888.

John S. Carlton, class of 1888.

Albert Leonard, class of 1888.

Lawrence G. Worstell, class of 1888.

1892.

James E. Kinnison, class of 1880.

1893.

Horace M. Conaway, class of 1892.

Charles E. Westervelt, class of 1892.

1894.

W. Alfred Westervelt, class of 1891.

Carrie A. Mathews, class of 1892.

Hattie M. Hines, class of 1891.

Charles M. Carrick, class of 1891.

Katherine S. Burns, class of 1893.

Rev. Dwight Galloupe, Alfred University.

Anna H. Smith, Syracuse University.

MASTER OF PHILOSOPHY, IN COURSE.

1888.

Adelaide C. Coe, class of 1885.

Rev. Wm. A. Hunter, class of 1884.

1889.

Lizzie C. McVay, class of 1886.

1891.

Elmer A. Dent, class of 1888.

1883.

Brewster O. Higley, class of 1892.

L. Wallace Hoffman, class of 1880.

OHIO UNIVERSITY.

MASTER OF SCIENCE, IN COURSE.

1881.

Dr. H. M. Lash, class of 1869.

1893.

Francis M. Webster.

1894.

Charles G. Mathews, class of 1893.

Albert A. Atkinson, class of 1891.

DOCTOR OF PHILOSOPHY, FOR MERIT.

1888.

Franklin R. Carpenter.

1889.

Nathan C. Brooks,

H. O. Hofman.

1890.

James C. Bradburn,

Charles W. Hargitt,

Richard G. Boone,

Adolphus Leue.

1891.

William N. Hailman,

William E. Wirt, M. D.

1892.

Charles W. Rishell,

Henry H. Fick.

1893.

Wm. A. Merrill,

Charles Platt,

Samuel A. Miller,

Wilbur M. Stine.

Honorary Degrees.

1885.

MASTER OF ARTS.

Dr. James Ridley Taylor.

1886.

Supt. Charles C. Davidson,

Dr. A. B. Richardson.

1887.

Franklin R. Carpenter,

1889.

Rev. Thomas F. Kemper.

1891.

Charles E. Stoaks.

DOCTOR OF DIVINITY.

1886.

Rev. Charles F. Creighton, Rev. Samuel F. Keene,
Rev. Prof. Hugh Boyd.

1887.

Rev. Thomas C. Cliff.

1888.

Rev. George H. Adams, Rev. Albert B. Riker.
1889.

Rev. Charles Leech, Rev. George G. Saxe.
Rev. John H. Merritt.

1891.

Rev. Thomas Griffith Jones. Rev. Lewis Probert.
1892.

Rev. J. Crossby Roberts, Rev. James H. Gardner.
Rev. Albert J. Nast.
1893.

Rev. Z. B. Campbell, Rev. William Wesley Gist.
Rev. John C. Jackson.
1894.

Rev. William A. Powell.

DOCTOR OF LAWS.

1885.

Andrew Rikoff.

1886.

William O. Rogers, William H. Venable.
1892.

Burke A. Hinsdale.

Summary of Degrees Conferred.

FOR MERIT.

Bachelor of Arts.....	34
Bachelor of Philosophy.....	42
Bachelor of Science.....	6
Bachelor of Pedagogy.....	15
Master of Arts.....	25
Master of Philosophy ..	6
Master of Science.....	4
Doctor of Philosophy.....	15

FOR HONOR.

Master of Arts.....	6
Doctor of Divinity.....	18
Doctor of Laws.....	4

Addenda.

The following persons completed the three years pedagogical course and received certificates in evidence of the fact. Those whose names are marked thus, x, subsequently returned to college and graduated from the collegiate department :

FIRST CLASS, 1888.

Clara M. Baker, x,	Charles M. Carrick, x,
Joseph C. Clow,	Edward E. Eves,
Esther F. Kirkendall,	Ella F. Logan,
George W. Rowland,	A. Price Russell.

SECOND CLASS, 1889.

F. M. McADAMS,	S. A. Douglas, x,
Fred W. Bush, x,	William J. Clutter (deceased).

THIRD CLASS, 1890.

John H. Atkinson,	M. Elizabeth Foster,
Jennie B. Irwin,	Alfred N. Scholl.

FOURTH CLASS, 1891.

Minnie Maxwell,	E. Pearl Pickering,
	Nettie Kline.

FIFTH CLASS, 1892.

Annette A. A. Higgins,	Ulysses M. McCaughey,
Elizabeth H. Higgins,	Zenia LeFavor,
Edward L. Matheney (dec'd),	Levi B. Moore,
Bert E. Morse,	Margaret Walsh,
	Amy Weihr.

SIXTH CLASS, 1893.

Jeannette S. Barker,	Katherine B. Goold,
Laura M. Hastings,	R. Stella Hobson,
Mary A. Lewis,	Margaret O'Connor,
Fannie B. Rose,	Mary M. Williams,
Lillie C. Walsh (deceased).	

SEVENTH CLASS, 1894.

Jessie Cullums,	Asher H. Dixon,
Ginevra Garber,	Dollie Hooper,
Eliza H. Fleck.	

The following students received certificates for proficiency in commercial branches :

Thomas Cotton,	Charles A. Green,
W. A. Graham,	Tryphœna Hewitt,
Winifred Young.	

The following students completed the course in electrical engineering :

A. A. Atkinson,	C. Mathews,
D. C. Bauer,	G. L. Matt,
H. O. Dutter,	F. M. McAdams,
B. E. Eckard,	J. C. McEaster,
H. K. Holcomb,	S. C. Price,
H. R. Higley,	J. E. Snow,
Thos. Jenkins,	F. H. Super,
C. J. Lane,	T. L. Young.

